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ABSTRACT

A statewide study was conducted in 1982 to describe the impact of Oregon's 15 community colleges on the state's economy as well as the impact of each college on the economy of its district. Economic impact was defined for the study as the money in circulation within the state or college district due to the existence of the college; i.e., college-related business volume. Surveys were administered to students and staff to ascertain their college-related expenditures and whether these were made in-district, in-state, or out-of-state. Additional data on college expenditures for payrolls and the purchase of goods and services were obtained from college records. Economic impact was then assessed in terms of money in circulation, money in circulation compared with operational tax dollars, jobs created, and enrollment alternatives. The study revealed that: (1) while Oregonians invested over $102 million in the community colleges through state and local taxes, the colleges returned over five times that amount ($552,990,662) to circulation in the economy; (2) 35,999 full-time equivalent jobs were attributable to the colleges; and (3) without the colleges, approximately 43,629 residents would not have attended college in winter term, 1982. Appendices provide the survey instruments and findings on the impact of each community college on its district's economy and a discussion of the statewide socioeconomic and educational impacts of the colleges. (KL)

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THE IMPACT OF COMMUNITY COLLEGES ON OREGON'S 1980-81 ECONOMY

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HIGHLIGHTS

THE IMPACT OF COMMUNITY COLLEGES ON OREGON'S 1980-81 ECONOMY

The first statewide study of the economic impact of Oregon Community Colleges demonstrates their importance to the Oregon economy. This cooperative effort from all Oregon Community College districts resulted in the following findings for the 1980-81 school year:

1. $552,990,662 were in circulation within the Oregon economy because of the existence of the community colleges.

2. While Oregonians invest over 102 million dollars in their community colleges through state and local taxes, these colleges are directly responsible for returning over five times this dollar amount (almost 553 million dollars) to circulate within the Oregon economy.

3. 35,999 full-time equivalent jobs existed for Oregonians because of community colleges. 6,657 of these jobs were directly with community colleges, while the rest were the result of money in circulation within each college's local district.

4. Without Oregon Community Colleges, approximately 43,629 Oregonians would not have attended college in Winter 1982 and an additional 32,115 Oregonians would have attempted to attend an out-of-district college. This out-of-district college attendance, when possible, would have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

Further, this study describes the dollar and job impact of each community college on its own district's economy, as well as on the Oregon economy. While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost*, this study demonstrates the significant financial impact that Oregon Community Colleges have on the Oregon economy.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in any state have participated cooperatively in this type of study. The study's procedures and results were monitored by an independent consultant.

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* See Appendix "E" for a short discussion of socio-economic and educational impacts of Oregon Community colleges.

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CONSULTANT REPORT

The Impact of Community Colleges on Oregon's
1980-81 Economy

My task as the outside technical consultant to this project was easier than expected due to the particularly high degree of cooperation achieved by the community colleges in planning and implementing study procedures. Throughout the study, college study coordinators offered numerous suggestions for procedural improvements. Most were adopted.

I reviewed and approved the initial overall study design as well as individual community college study plans and survey instruments to ensure information comparability and the technical appropriateness of proposed methodologies. All decisions on study procedures were made such that resulting figures would underestimate rather than overestimate economic impacts. A conservative bias, then, was intentionally adopted. Also, individual college plans which proposed to deviate in any way from the overall study design were carefully scrutinized and exceptions allowed only if they were clearly justifiable and did not endanger data comparability. And, except for one locale, high staff and student survey response rates were achieved.*

Data processing procedures used by staff at Mt. Hood Community College were examined. Notably, a careful data entry and edit process was used resulting in a very low and highly tolerable error rate. While final responsibility for data accuracy rests with each community college, institutional survey, expenditure, enrollment and staffing information was comparatively reviewed for reasonableness. The few problems identified were quickly corrected. On March 5, 1982, the study coordinators met to review the resulting data, and several additional corrections were made.

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*The staff survey response rate for Tillamook Bay was low. Tillamook Bay figures, however, were not included in the statewide totals. For this year, Clatsop Community College had jurisdiction for the district.

A major issue in an economic impact study is use and selection of multipliers. An extensive effort was made to identify multipliers most applicable to this study. The multipliers selected are all highly conservative and most likely underestimate the true impact of Oregon community colleges on the local and statewide economy. Conservative multipliers were selected, however, to ensure maximum credibility of study findings. The impacts reported, then, should be interpreted as minimums...that is, the Oregon community colleges have at least as much impact as is reported and, most probably, have substantially more.

I am fully persuaded that the figures reported in the final study document represent reasonable and technically sound estimates of the magnitude of impact community colleges have on the Oregon economy at both local and statewide levels.

Submitted by:

Mary K. Kinnick
Study Consultant and
Director, Kinnick & Associates

March 10, 1982

ACKNOWLEDGEMENT

Many people were involved in this study; 9,271 students and 2,777 college staff members were surveyed. Staff at each of the 15 colleges gathered institutional data on enrollment, personnel, and finances.

Further, at each college a team of student, faculty and staff representatives coordinated the study's planning and execution.

The following study coordinators prepared their college's study plan, executed its plan, and verified their college's findings...

Blue Mountain Community College	.... Ellsworth B. Mayer
Central Oregon Community College	.... Ronald L. Hagerman
Chemeketa Community College	.... Paul Guthrie
Clackamas Community College	.... Alf L. Lair
Clatsop Community College	.... Jim Hogen
Lane Community College	.... Julie Aspinwall-Lamberts
Linn-Benton Community College	.... A. Lee Archibald
Mt. Hood Community College	.... Mike Stevenson
Portland Community College	.... Mickey Williamson
Rogue Community College	.... Bill Taylor & Bob Trott
Southwestern Oregon Community College	.... Jim Love
Treasure Valley Community College	.... Richard DeBisschop
Umpqua Community College	.... Roger Haugen
Tillamook Bay Campus	.... Roy B. Mason II
Treaty Oak Education Center	.... Judy Cochran

The study's consultant, Dr. Mary Kinnick of the firm "Kinnick & Associates" and former Portland State University Director of Institutional Research, was very helpful in providing guidance for this study's design and implementation. The study's plan was derived from the academic work of two noted economists, John Caffrey and Herbert Isaac. Two states, Maryland in 1977 and Illinois in 1979, completed similar studies based upon the Caffrey and Isaac model. Dr. Jim Techechtelin in Maryland and Dr. Ivan Lach in Illinois were very helpful in developing the Oregon statewide study plan.

Computer programming for the statewide data was completed by Dr. R. Dan Walleri, while data entry for all surveys was managed by Marilyn Kennedy's capable staff. Eric Sankey, Alan Goodell, Paul Guthrie, Dr. John Keyser, and Dr. R. Dan Walleri of MHCC helped review and revise this report. Shirley DeGree facilitated changes of direction, clerically and professionally.

An emphatic THANK YOU to everyone, as well as a special recognition to each of the community college Presidents for giving this effort priority, and to college Presidents Dr. John Anthony and Dr. R. Stephen Nicholson for instigating this study.

Dr. Mike Stevenson - Statewide Study Coordinator

I. Introduction

A. Purpose

The purpose of this study is to describe the impact of each of Oregon's community colleges on the State's economy, as well as the impact of each community college on its own district's economy. At all times during this study, it was emphasized that "the community colleges' purpose is EDUCATIONAL." The important educational impact is the subject of Student Follow-up and Program Evaluation Studies, NOT THIS STUDY.

B. Background

While community colleges are not an industry which produces a tangible product, these colleges provide crucial services which take individuals from "where they are" toward "where they want to go", thereby improving the social and economic welfare of all Oregonians. The socio-economic impact of not having these colleges' 289,238 clients in 1980-81 is discussed in Appendix "E".

At a time of slumping business activities and rising unemployment, the community colleges are well suited to meeting the special educational needs created by the depressed economy, changing technology, and job displacement. They are a valuable state resource in the fight for state economic recovery. In such a situation, however, the community college budgets are being trimmed with the prospects for more drastic budget cuts being threatened. Reduced services to the communities and loss of college jobs would result from further cuts. Now is the time to tell the community college story to the Governor, the State Legislature, and District Taxpayers before they cut the community college system to the point of depleting its ability to act.

A key part of this story is the size of the economic impact that colleges have; including payrolls, college purchases, student spending, and other economic contributions. This study provides estimates regarding the size of this economic impact. No matter how impressive the resulting figures may be, it is emphasized that the college EDUCATIONAL and SOCIAL impacts exceed in significance the economic impacts.

This study's definition of economic impact is the money in circulation within the State or college's district due to the existence of the college. This "college-related business volume" definition is but one of the several measures which could be examined in describing the economic impact of an institution on the surrounding community. However, our study's definition is a fairly simple and straight-forward attempt to define the economic impact. This study's plan was derived from the following sources:

1. John Caffrey and Herbert Isaac's book titled Estimating the Impact of a College or University on the Local Economy. This 1971 source, published by the American Council of Education, was the culmination of more than two years' work by the two economists. The Caffrey and Isaacs model uses generally accepted economic principles and has received wide acceptance by colleges and universities throughout the U.S.

2. The 1977 study of the Economic Impacts of Maryland Community Colleges was commissioned by the Maryland State Board for Community Colleges. This study adapted the Caffrey and Isaacs model from a university focus to a community college focus. Dr. Jim Tschechtelin, Research Director for the Maryland Community College Board, was contacted prior to the beginning of this study.

3. The 1979 study of The Economic Impact of Six Community Colleges in Illinois was commissioned by the Illinois Community College Board. Dr. Ivan Lach, Research and Planning Director for the Illinois Community College Board, was contacted and his recommendations were most influential regarding this study's plan.

II Procedures

A. Procedural Guidelines

The primary rule of thumb used in this study was to be as conservative as possible regarding study guidelines. Specific procedural guidelines are...

1. Other measures of economic impact were examined in Maryland and Illinois, but are not examined in this description of economic impact for Oregon community colleges. Examples of a few of Caffrey and Isaac's other 20 measures are:

   (a) "Value of In-District Business Property Committed to College-Related Business". This impact estimates the capital and property which are related to the business volume generated by the college in-district. It includes the value of real property, the value of business inventory, and the value of other property, which is committed to the college-generated business volume.

   (b) "Expansion of the In-District Banks' Credit Base Resulting from College-Related Deposits." The Federal Banking Laws under which all federal and most state-chartered banks operate set the amount of money which may be loaned by requiring that banks keep a certain percentage of their checking and savings accounts on deposit. If the average amount of these deposits can be ascertained for the college and its faculty, staff, and students, then an estimate of the amount of money which can be loaned by these banks can be found.

   (c) "College-Related Revenues Received by Local Governments" This impact estimates the total revenues received by local governments as a result of the presence of the college. It includes college-related property taxes paid by faculty and staff; property taxes paid by local businesses as a result of their college-related business volume; and state aid to local govenments and schools allocable due to the presence of the college.

2. A college's economic impact is calculated as the sum of a direct and an indirect impact. The direct impact is the sum of appropriate institutional, staff, and student expenditures. The indirect impact is the product of the direct impact times a multiplier.

3. The value of the indirect multiplier for determining local district impact is Caffrey and Isaac's conservative estimates of 0.15 on the dollar for "Purchases Locally By Local business" plus 0.60 for "Local Business Volume". The conservativeness of this indirect impact multiplier of 0.75 (0.60+0.15) is demonstrated by multipliers of 3.00 and 2.50 used by economic impact studies for the Oregon fishing industry completed at the University of Oregon and at Oregon State University. This study's indirect multiplier for determining statewide impact is 1.00, which is the same used previously by Maryland in its statewide study and by the Kansas City Community College study (1975) of their impact. A larger multiplier for statewide impact has been used since economic impact research has shown that the larger the geographic area being studied, the larger the multiplier effect for respending within the area. These very conservative multiplier estimates were used based on the following statement from Caffrey and Isaac's ...

> The magnitude of any multipler varies among localities at any point in time, as well as over a period of time for any one locality. It must be emphasized that the multiplier effects can only be statistically estimated, not traced directly. The local variation of statistical estimates, notwithstanding data errors and estimating errors, can spring from such factors as the relative dependence of a community on goods and services produced elsewhere, i.e., imports; the spending and saving preferences of the local residents; the number and demographic characteristics of the residents; the patterns of consumer spending; and the industrial and commercial structure of economic activity.

4. The credibility of this study is enhanced significantly via the use of an independent researcher to consult on the study design, data processing procedures, and the findings.

5. This study examined the economic impact during the 1980-81 year (July 1, 1980 to June 30, 1981).

6. Audited accounting figures were used, along with survey data.

7. Statewide economic impact includes the impact of out-of-district expenditures by staff and students, while the colleges local impacts do not.

B. Timeline of Activities

1. November 1981.....Presidents Anthony and Nicholson obtain support from other community college presidents and direct that this study be completed.
2. By November 30, 1981..Each college identifies a study coordinator.
3. On December 4, 1981...Meeting of all study coordinators at MHCC to plan study activities.
4. By December 18, 1981..Study committees formed at each college and a preliminary plan mailed to Statewide Study Consultant, Dr. Mary Kinnick, as well as each college's committee members.
5. By January 15, 1981...Study committees approve a final study plan and send it to the Statewide Study Consultant for approval.
6. By January 21, 1982...All college plans approved by Statewide Study Consultant.
7. By February 5, 1982...All data collection and survey work completed and mailed to MHCC.
8. By February 19,1982...All data entry completed and verified.
9. By March 5, 1982.....Preliminary data processing and reporting completed.
10. On March 5, 1982.....Each college study coordinator meets at MHCC to verify the validity and reliability of findings.
11. On March 18, 1982.....This statewide study document was completed and mailed.

C. Elements of Study

A college's direct impact stems from college expenditures; including payrolls and purchases of goods and services, as well as from student spending. These expenditures are broken down as follows:

1. Payrolls. Wages and salaries paid by the college to permanent and part-time faculty members, administrative and staff employes flow into the community and the state, creating a direct economic impact. To find out where payroll money is spent, this study surveyed faculty members, classified employes, and other staff.

2. Purchases of Goods and Services. College spending for goods and services includes items such as paper, pencils, computer contracts, paving work, utility costs, laboratory equipment, and the like. While the amounts spent are a matter of record, where they are spent required research. Spending for three representative months was examined. This was done in order to find out what portion of these expenditures is spent in-district; outside the district, but within Oregon; or outside Oregon. (Note, that when expenditures are made for local services, gasoline for instance, bills may sometimes be paid to out-of-state addresses. Yet many such payments are eventually received by local companies.)

3. Student Spending. Community college students spend varying amounts of college-related money. The definition of what is "college-related" is not easily identified. In the case of full-time students attending college under the G. I. Bill (Veterans Administration) or under a Financial Aid program--perhaps 60% of all full-time students are in these categores--virtually all of their spending is college-related. In the case of a part- time student who works full time, however, hardly any spending is college related. To find out how much students spend because of their college attendance and where they spend it, this study included a survey of a stratified random sample of students.

D. Study Methodology

This study's methodology consisted of five separate steps:

STEP 1 ... PLANNING

Three types of plans were prepared. First, a proposed statewide plan was developed at MHCC. This proposed statewide plan was based on the work done in Maryland and Illinois. This statewide plan was the topic reviewed by study coordinators from each community college in early December 1981. The second type of plan was a preliminary plan for each college's activities. These preliminary plans were reviewed by a special, economic impact committee at each college, and by the Statewide Study Consultant and the Statewide Study Coordinator. Based upon this input, each college's final plan was developed. This third level plan was again reviewed and approved as consistent with the statewide study effort.

STEP 2 ... COLLECTING

Three groups of data were collected by each college. Appendix "A" contains the survey instruments used for collecting student and staff data on their college-related expenditures categorized by where these expenditures were made ... in-district, in-state, or out-of-state. Appendix "B" contains data transmittal forms which were used to transmit the required college data on expenditures, enrollments, and personnel records.

The student surveys were administered at each college according to a random sample of course sections which was stratified by the course's reimbursement category. Trained survey administrators explained the survey's purpose and stressed that the desired student response was the amount of "college- related expenditures, or only those expenditures made because of their college attendance." A sample of 10% of the course sections or a minimum of 500 student responses were required for each college.

The staff surveys were distributed to all full-time staff and some part-time staff. This distribution was usually made via the employe's organizational group ... faculty, classified, etc. A response rate of 60% was required.

The data from college records was carefully gathered according to the approved plan for each college. Concerns regarding double-accounting between student expenditures and college expenditures for bookstore and food service were resolved by excluding these as college expenditures. Similarly, student expenditures for tuition and fees were excluded from the student impact, since these expenditures resulted in college revenues and were thus included within college expenditures.

These three sets of data were collected under the leadership of each college's study coordinator and were mailed to MHCC for processing.

STEP 3 ... PROCESSING

Each college's student and staff surveys were entered into MHCC's computer, tested for data entry accuracy, and processed using a standard statistical software package (SPSS). Each college's Data Transmittal Form data plus the processed results from the student and staff surveys were entered into MHCC's computer, verified, and processed again. The formulas used to process this data are described in Appendix "C". Dr. R. Dan Walleri's expertise with SPSS and INFO software made this large processing job possible.

STEP 4 ... VERIFYING

At each step along the sequence of study activities, this study's consultant reviewed and approved procedures. Dr. Mary Kinnick, of Kinnick and Associates in Portland and former Director of Institutional Research at Portland State University, is very qualified to provide this service. Dr. Kinnick and each college's study coordinator participated in an all-day session in early March 1982 which reviewed and verified for reasonableness this study's findings.

STEP 5 ... REPORTING

This report was created for statewide reporting purposes. Additional copies or answers to questions regarding this study can be requested via the PRESIDENT'S OFFICE, MT. HOOD COMMUNITY COLLEGE (667-7214). Appendix "D" of this document contains an executive summary and detailed data for each college district. It is intended that each college use its section of Appendix "D" to create its own report. A large job remains to make the findings understood and useful while conservatively reporting the economic impact of Oregon Community Colleges.

III. Findings

This study describes only a few dimensions of the economic impact of Oregon community colleges. The following sections describe the impact community colleges have on (A) money in circulation, (B) money in circulation compared with operational tax dollars, (C) jobs, and (D) enrollment alternatives.

A. Money in Circulation

The purpose of this study was to determine how great the financial impact was for all Oregon Community Colleges during the 1980-81 school year. The key measure of financial impact examined in this study is the money in circulation because of the community college's existence. This measure of financial impact is the direct impact derived from student, staff, and college money in circulation. Table One describes the direct statewide impact derived from student, staff, and college spending.

TABLE ONE
COMPONENTS OF STATEWIDE DIRECT IMPACT

College	In-state Student Spending	In-state Staff Spending	In-state College Spending	Total In-state Direct Impact
Blue Mnt.	4,094,913	2,069,341	1,875,729	8,039,983
Central Or	4,857,109	2,496,320	3,251,427	10,604,856
Chemeketa	21,798,556	8,495,076	7,503,355	37,796,987
Clackamas	14,640,685	4,892,327	7,650,589	27,183,601
Clatsop	3,409,668	1,850,661	754,912	6,015,241
Lane	14,863,887	11,113,330	10,387,104	36,364,321
Linn-Bnt	14,186,537	5,416,101	1,603,608	21,206,246
Mt. Hood	11,218,542	6,329,771	7,645,179	25,193,492
Portland	41,411,776	14,535,358	11,406,672	67,353,806
Rogue	5,793,688	2,304,251	1,399,352	9,497,291
So'western	5,607,992	2,337,754	3,123,623	11,069,369
Treasure V	2,497,050	1,144,890	1,103,497	4,745,437
Umpqua	5,682,926	2,312,900	2,451,687	10,447,513
Tillamook*	1,158,534	132,823	277,367	1,568,719
Treaty Oak	491,310	265,228	220,650	977,188
Totals	150,554,639	65,563,308	60,377,384	276,495,331

*Tillamook Bay was part of Clatsop's totals during 1980-81 thus, while it is described here, Tillamook Bay's figures are not in the totals.

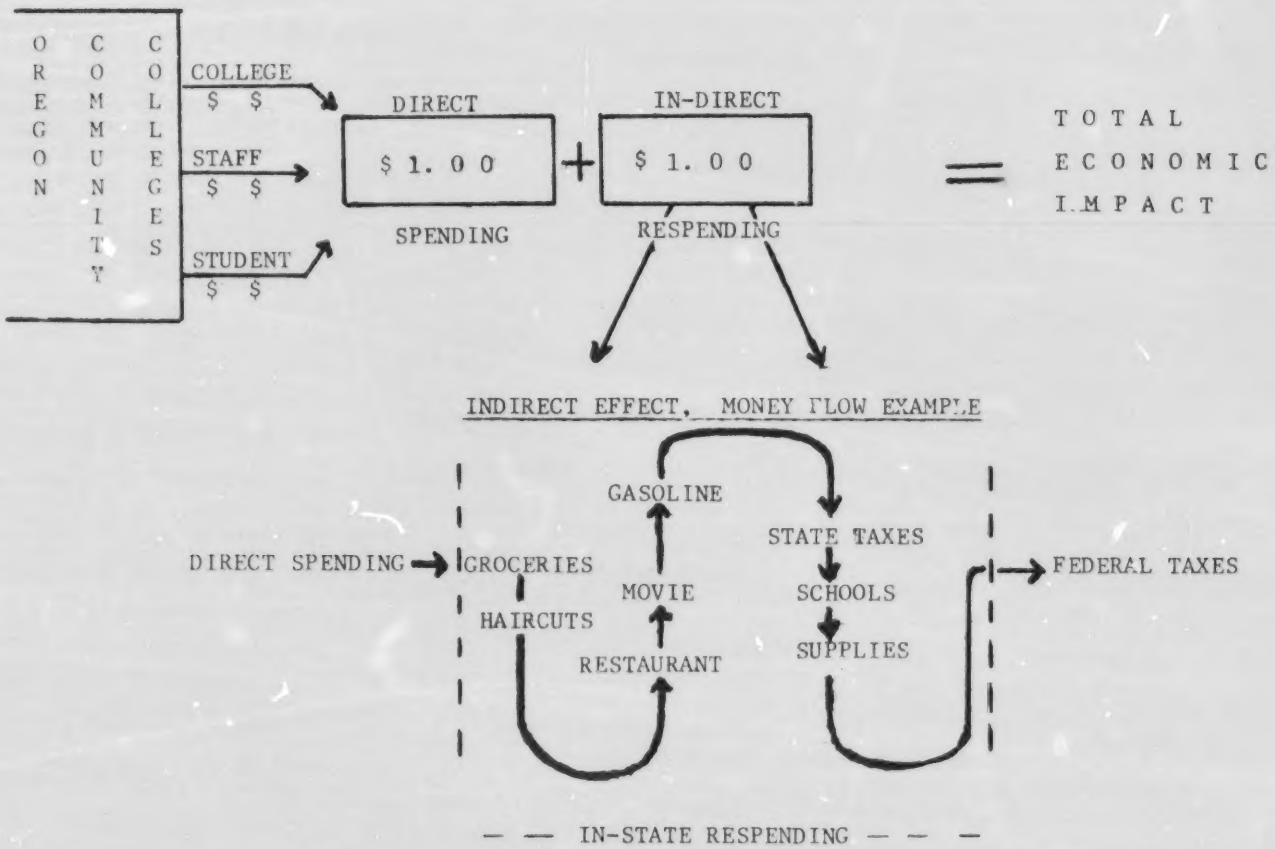
This $276,495,331 is money in circulation directly because of the existence of the Oregon Community colleges. At least, an additional $276,495,331 were in circulation within the Oregon economy due to the indirect effects of spending and respending. Thus, the impact of each of the Oregon Community Colleges is described below in Table Two.

TABLE TWO
STATEWIDE IMPACT

College	Statewide Economic Impact
Blue Mountain	16,079,966
Central Oregon	21,209,712
Chemeketa	75,593,974
Clackamas	54,367,202
Clatsop	12,030,482
Lane	72,728,642
Linn-Benton	42,412,492
Mt. Hood	50,386,984
Portland	134,707,612
Rogue	18,994,582
Southwestern	22,138,738
Treasure Valley	9,490,874
Umpqua	20,895,026
Tillamook Bay (excluded from Totals)	XXXXX
Treaty Oak	1,954,376
Totals	552,990,662

This study also measured each college's economic impact within its own district. The detailed data on each college's local impact is reported in the appropriate section of Appendix "D".

The following illustration describes the effect of spending and respending.



B. Tax Dollars Compared to Money in Circulation

Oregon Community Colleges receive revenue from three primary sources: (1) state appropriations derived primarily from state income taxes, (2) local district property taxes, and (3) student tuition and fees. Thus, Oregon taxpayers invest some of their state income and property tax dollars into Oregon community colleges. How good an investment is this? The answer to this question depends upon the reader's perspective. While the community colleges are primarily justifiable on the basis of providing needed services at a very reasonable cost, this study demonstrates that a significant return to the state's economy is also achieved from each tax dollar.

Table Three describes each college's 1980-81 operational tax revenues from State and local sources, as well as their economic impact.

TABLE THREE
IMPACT COMPARED TO TAX DOLLARS

College	State and Local Tax Revenues	Statewide Impact	Impact Per Tax Dollar
Blue Mountain	3,804,585	16,079,966	4.23
Central Oregon	4,288,364	21,209,712	4.95
Chemeketa	13,569,804	75,593,974	5.57
Clackamas	10,864,387	54,367,202	5.00
Clatsop	2,630,551	12,030,482	4.57
Lane	16,195,065	72,728,642	4.49
Linn-Benton	7,396,183	42,412,492	5.73
Mt. Hood	11,327,446	50,386,984	4.45
Portland	19,107,747	134,707,612	7.05
Rogue	3,444,641	18,994,582	5.51
Southwestern	3,418,291	22,138,738	6.48
Treasure Valley	2,349,568	9,490,874	4.04
Umpqua	3,731,409	20,895,026	5.60
Treaty Oak	349,013	1,954,376	5.60
Totals	102,477,054	552,990,662	5.40

While Oregonians invest over 102 million dollars in their community colleges through state and local taxes, these colleges are directly responsible for returning over five times this dollar amount (almost 553 million dollars) to circulate within the Oregon economy.

C. Jobs

Each community college employs full-time and part-time staff. Table Four describes the full-time equivalent jobs during 1980-81 at each college, as well as the indirect number of jobs created locally by money in circulation.

TABLE FOUR
JOBS DERIVED FROM COLLEGES

College	College FTE Jobs	College Related Indirect Jobs	Total FTE Jobs
Blue Mountain	182	836	1,018
Central Oregon	223	1,188	1,411
Chemeketa	787	4,065	4,852
Clackamas	520	2,373	2,893
Clatsop	190	633	823
Lane	884	4,118	5,002
Linn-Benton	551	2,386	2,937
Mt. Hood	644	2,446	3,090
Portland	1,951	7,306	9,257
Rogue	118	1,010	1,128
Southwestern	160	1,254	1,414
Treasure Valley	144	525	669
Umpqua	268	1,102	1,370
Treaty Oak	35	100	135
Totals	6,657	29,342	35,999

Thus, 35,999 full-time equivalent (FTE) jobs existed for Oregonians because of the community colleges. 6,657 of these jobs were directly with community colleges, while the rest were the result of money in circulation within each college's local district. The number of indirect jobs was found by using Caffrey and Isaac's recommended multiplier of .00007 times the local economic impact of each college. Examples of such college related indirect jobs are grocery store employes, real estate people, gasoline station employes, department store staff, and public officials. While no one job may be directly attributable to college expenditures, parts of many will be combined into the reported full-time equivalent jobs.

D. Enrollment Alternatives

Without the Oregon Community Colleges, an unmeasured, negative financial impact would have occurred for the students who would have attempted to attend an out-of-district college. Table Five shows the approximate number of students who without their existing community college: (a) would not have attended college, or (b) would have attended an out-of-district college.

TABLE FIVE
WINTER 1982 ENROLLMENT ALTERNATIVES

College	Students Who Would Not Attend College		Students Who Would Attend An Out-of-District College	
	FT	PT	FT	PT
Blue Mountain	255	1,414	587	319
Central Oregon	259	2,3918	793	714
Chemeketa	997	1,277	1,991	769
Clackamas	475	1,805	1,337	2,472
Clatsop	174	1,377	256	414
Lane	1,002	7,210	1,516	1,236
Linn-Benton	604	4,719	1,184	864
Mt. Hood	444	1,786	2,686	3,231
Portland	1,822	5,918	2,673	4,289
Rogue	331	1,458	421	721
Southwestern	341	2,089	507	539
Treasure Valley	127	969	503	315
Umpqua	331	2,203	683	554
Tillamook	23	1,049	19	236
Treaty Oak	23	799	17	269
Totals	7,208	36,421	15,173	16,942

Without the existence of Oregon Community Colleges, approximately 43,629 Oregonians would not have attended college during Winter 1982, and 32,115 Oregons would have attempted to attend an out-of-district college. These figures were derived from the student survey question ... "If ZZZZ Community College was not here, I would: a) not attend college, b) attend college outside ZZZZ's district, c) attend college inside ZZZ's district." The findings from this question were applied to the college's Winter 1982 enrollment.

The negative economic impact of not serving Oregonians would be felt directly and indirectly by all Oregonians. The positive economic impact created by serving these Oregonians is described in Appendix "E"'s discussion of the college's educational and socio-economic impact.

IV. Discussion and Implications

Highlights of this study's findings is provided at the front of this document. This section discusses the study's significance and recommends implications for future studies.

A. Study's Significance

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This cooperative effort of researching an important characteristic of Oregon Community Colleges is perhaps only the first of other possible projects.

This study examined only a few dimensions of each community college's economic impact. Although this study was completed by all Oregon Community Colleges, it was not as detailed a study as the Maryland (1977) and Illinois (1979) studies. Both states examined a number of other important indicators of economic impact. This research was designed to be a fairly simple and understandable first attempt at articulating the impact.

Further, this study's significance was enhanced via the use of an independent agent. This independent agent did not have the vested interest associated with employment at an Oregon Community College. This agent served as a consultant to insure appropriate procedures and defensible results. For example, upon the suggestion of the consultant, the college-related housing expenditures reported by part-time students were zeroed_out.

This study is significant because it provides a conservative description of the considerable impact community colleges have on the Oregon economy. The value of these findings will be measured by their usefulness. Thus, this study's significance depends upon the much harder work of articulating these findings effectively.

B. Implications for Future Studies

Future studies of the economic impact of community colleges should consider the following guidelines learned from this experience:

(1) detailed planning saves time and prevents problems,
(2) publicity regarding the study's purpose is critical before the student and staff surveys are administered,
(3) examples of when students' expenses are college-related and when they are not must be standardized and presented to all students before they respond to their questionnaire,
(4) detailed operational definitions of disposable income and total college expenditures are necessary to insure consistency,
(5) all editing, data entry, and data processing should be completed at the same location,
(6) the use of an independent consultant to monitor procedures and to question results is crucial,
(7) future studies should consider other measures of economic impact and should develop the study's plan using as broadly representative a group as possible,
(8) a separate, independent study should be commissioned to determine multipliers for use in Oregon community college districts and for use in describing statewide impact, and
(9) an update to the often-referenced 1971 Caffrey and Isaac's work should be commissioned in light of the many interpretations made of this landmark publication.

APPENDIX "A"

College Name
ECONOMIC IMPACT STUDY
STUDENT QUESTIONNAIRE

Your responses to the following questions will help describe the economic impact of _____Community College on its district and on the state of Oregon. Your answers will be combined with others to be used only for statistical purposes; your individual responses will be kept completely confidential. If you do not know the exact answer to a specific question, please give your best estimate.

Thank you for your help.

(signed by College President and/or Board Chair)

NOTE: If you have completed this questionnaire in another class, please do NOT complete this one. Thank you.

1. Do you live within _____Community College district boundaries? (see map on other side)

   _____ Yes _____ No

2. Are you enrolled at _____ Community college for ... (check only ONE response)

   _____ 12 or more credits this term?
   _____ 11 or less credits this term?
   _____ only non-credit courses?

3. Estimate your expenses in each category BECAUSE you are attending _____ Community College. (If none, use $ 0.00)

   Per Month Expenses

   $_____ Housing (rent or house payment, plus taxes, insurance and utilities)

   $_____ Transportation (if car, include gas, maintenance and insurance)

   $_____ Food

   $_____ Other Expenses (such as child care, clothing, insurance, etc.)

   Per Term Expenses

   $_____ Tuition and Fees

   $_____ Books and School Supplies

4. Estimate the percentage of the total of THE ABOVE expenditures spent:

   _____% inside the college district _____% inside the state

5. If _____Community College was not here, I would:

   _____ not attend college

   _____ attend college outside _____ Community College's present district

College Name
ECONOMIC IMPACT STUDY
STAFF QUESTIONNAIRE

Your responses to the following questions will help describe the economic impact of _____Community College on its district and on the state of Oregon. Your answers will be combined with others to be used only for statistical purposes; your individual responses will be kept completely confidential.

Thanks for your help.

(signed by College President and/or Board Chair)

---

1. Do you live within _____Community College district boundaries? (see map on other side)

   _____ Yes _____ No

2. What is your college status?

   _____Faculty

   _____Staff

   _____Administration

3. Estimate the percent of your total disposable income which is spent:

   A. Inside the college district _____%

   B. Inside the state _____%

Return to: (name and/or place)

Due Date _____

APPENDIX "B"

STATEWIDE

ECONOMIC IMPACT STUDY

DATA TRANSMITTAL FORM

College _____ Study Coordinator _____

FOR: BUSINESS OFFICE

(A) LOCAL MULTIPLIER ONE = 0.15 from CAFFREY-ISACCS-or- LOCALLY-JUSTIFIED COEFFICIENT REPRESENTING THE EXTENT BUSINESSES PURCHASE FROM LOCAL SOURCES (0.____)

(B) LOCAL MULTIPLIER TWO = 0.60 from CAFFREY-ISAACS-or- LOCALLY-JUSTIFIED COEFFICIENT REPRESENTING THE EXTENT INDIVIDUALS SPEND AND RESPEND THEIR INCOMES LOCALLY (0.____)

(C) PERCENTAGE OF TOTAL COLLEGE EXPENDITURES SPENT LOCALLY = (0.____) ...SOURCE---an estimation of percent spent in-district from a sample of three different month's expenditures.

(D) PERCENTAGE OF TOTAL COLLEGE EXPENDITURES SPENT IN-STATE = (0.____) ...similar SOURCE to (6) above. This is for STATEWIDE IMPACT.

(E) TOTAL COLLEGE EXPENDITURES = ($_____) ...SOURCE---the END OF FISCAL YEAR AUDIT. (include CAPITAL AND GENERAL FUNDS)

(F) GROSS SALARIES PAID TO STAFF = ($_____) ...SOURCE---BUSINESS RECORDS describing SALARIES of all college personnel (do not include employer-paid fringes).

(G) DISPOSABLE INCOME OF ALL STAFF = ($_____) ...SOURCE---BUSINESS RECORDS for money paid to staff not including DEDUCTIONS for TAXES and RETIREMENT.

BUSINESS OFFICE - Transmittal Form continued

(H) STATE TAX REVENUES = ($ _____) ... SOURCE---Operational Revenues From State Appropriations For 1980-81

(I) LOCAL PROPERTY TAX REVENUES = ($_____) ... SOURCE---Operational Revenues From Local Property Taxes For 1980-81.

(J) COEFFICIENT FOR FULL-TIME JOBS PER DOLLAR OF DIRECT LOCAL EXPENDITURE = 0.00007 from CAFFREY-ISACCS-or-COEFFICIENT (_____)

Person providing data: _____

Source (please provide details for each data item):

(A) _____

(B) _____

(C) _____

(D) _____

(E) _____

(F) _____

(G) _____

(H) _____

(I) _____

(J) _____

Attach memos, etc., which provide further description of data sources and compilation procedures.

STATEWIDE

ECONOMIC IMPACT STUDY

DATA TRANSMITTAL FORM

_____ _____

College Study Coordinator

- -

FOR: PERSONNEL OFFICE

(A) NUMBER
COLLEGE = (_____) ...SOURCE---College records for Fall 1980.
STAFF Report the number of FTE.

Person providing data: _____

Source (please provide details for each data item:

(A) _____

STATEWIDE

ECONOMIC IMPACT STUDY

DATA TRANSMITTAL FORM

College _____ Study Coordinator _____

FOR: REGISTRAR'S -or- INSTITUTIONAL RESEARCH OFFICE

(A) FALL 1980 FULL-TIME STUDENTS = (_____) ...SOURCE---COLLEGE RECORDS for Fall 2980, 4th WEEK enrollment (headcount for students taking 12 or more credits).

(B) FALL 1980 PART-TIME STUDENTS = (_____) ...SOURCE---COLLEGE RECORDS for Fall 1980, 4th WEEK enrollments (headcount for students taking 11 or fewer credits).

(C) ANNUAL UNDUPLICATED HEADCOUNT = (_____) ...SOURCE---OCC-SIS Student Master count for 1980-81

(D) WINTER 1982 FULL-TIME STUDENTS = (_____) ...SOURCE---COLLEGE RECORDS, 4th week

(E) WINTER 1982 PART-TIME STUDENTS = (_____) ...SOURCE---COLLEGE RECORDS, 4th week

(F) WINTER 1982 COURSE SECTIONS = (_____) ...SOURCE---COLLEGE RECORDS

Person providing data; _____

Source (please provide details for each data item):

(A) _____

(B) _____

(C) _____

(D) _____

(E) _____

(F) _____

APPENDIX "C"

STATEWIDE

ECONOMIC IMPACT STUDY

DATA PROCESSING FORMULAS

Please provide a copy of this to all individuals providing data for our study.

In order to understand how the requested data will be used, the following formulas are provided:

(1) LOCAL ECONOMIC IMPACT = DIRECT ECONOMIC IMPACT + INDIRECT ECONOMIC IMPACT = COLLEGE-RELATED LOCAL EXPENDITURES

(2) DIRECT ECONOMIC IMPACT = LOCAL EXPENDITURES BY COLLEGE + LOCAL EXPENDITURES BY STAFF + LOCAL EXPENDITURES BY STUDENTS

(3) INDIRECT ECONOMIC IMPACT = PURCHASES FROM LOCAL SOURCES BY LOCAL BUSINESSES IN SUPPORT OF THEIR COLLEGE-RELATED BUSINESS + LOCAL BUSINESS VOLUME STIMULATED BY DIRECT ECONOMIC IMPACT (Local Recirculation of expenditures)

= LOCAL MULTIPLIER ONE X DIRECT ECONOMIC IMPACT + LOCAL MULTIPLIER TWO X DIRECT ECONOMIC IMPACT

(4) LOCAL EXPENDITURES BY COLLEGE = PERCENTAGE OF TOTAL COLLEGE EXPENDITURES SPENT LOCALLY X (TOTAL COLLEGE EXPENDITURES - GROSS SALARIES PAID TO STAFF)

(5) LOCAL EXPENDITURES BY STAFF = LOCAL EXPENDITURES BY IN-DISTRICT STAFF + LOCAL EXPENDITURES BY OUT-OF-DISTRICT STAFF

(6) LOCAL EXPENDITURES BY IN-DISTRICT STAFF = DISPOSABLE INCOME OF ALL STAFF X PERCENTAGE OF STAFF IN-DISTRICT X PERCENTAGE IN-DISTRICT STAFF SPEND IN-DISTRICT

(7) LOCAL EXPENDITURES BY OUT-OF-DISTRICT STAFF = DISPOSABLE INCOME OF ALL STAFF X PERCENTAGE OF STAFF OUT-OF-DISTRICT X PERCENTAGE OUT-OF-DISTRICT STAFF SPEND IN-DISTRICT

(8)	LOCAL EXPENDITURES BY STUDENTS	=	NUMBER FULL-TIME STUDENTS	X	AVERAGE EXPENDITURES FULL-TIME STUDENTS	X	PERCENTAGE FULL-TIME STUDENTS SPEND IN-DISTRICT
		+	NUMBER PART-TIME STUDENTS	X	AVERAGE EXPENDITURES PART-TIME STUDENTS	X	PERCENTAGE PART-TIME STUDENTS SPEND IN-DISTRICT
(9)	STATEWIDE DIRECT ECONOMIC IMPACT	=	STATEWIDE EXPENDITURES BY COLLEGE	+	STATEWIDE EXPENDITURES BY STAFF	+	STATEWIDE EXPENDITURES BY STUDENTS
(10)	STATEWIDE INDIRECT ECONOMIC IMPACT	=	STATEWIDE MULTIPLIER ONE	X	STATEWIDE DIRECT ECONOMIC IMPACT		
(11)	STATEWIDE ECONOMIC IMPACT (for one college)	=	STATEWIDE DIRECT ECONOMIC IMPACT	+	STATEWIDE INDIRECT ECONOMIC IMPACT		
(12)	TOTAL STATEWIDE ECONOMIC IMPACT (all community colleges)	=	sum of	STATEWIDE ECONOMIC IMPACE	for each college		
(13)	LOCAL JOBS DUE TO COLLEGE PRESENCE	=	NUMBER COLLEGE STAFF	+	COEFFICIENT FOR FULL-TIME JOBS PER DOLLAR OF DIRECT LOCAL EXPENDITURES	X	LOCAL ECONOMIC IMPACT

APPENDIX "D" - BLUE MT COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Blue Mt Community College is described by the following findings for the 1980-81 school year:

1. $16,079,966 were in circulation within the Oregon economy because of the existence of Blue Mt Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college ...	$ 4,094,913
(B)	In-state staff expenditures because of the college ...	$ 2,069,341
(C)	In-state college expenditures ...	$ 1,875,729
(D)	Indirect expenditures due to respending in-state ...	$ 8,039,983
	TOTAL STATEWIDE ECONOMIC IMPACT ...	$ 16,079,966

2. Blue Mt Community College had an impact of $11,939,306 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college ...	$ 3,845,520
(B)	In-district staff expenditures because of the college ...	$ 1,827,547
(C)	In-district college expenditures ...	$ 1,149,394
(D)	Indirect expenditures due to respending in-district ...	$ 5,116,845
	TOTAL DISTRICT ECONOMIC IMPACT	$ 11,939,306

3. While Oregonians invest over $3.8 million in Blue Mt Community College through state and local taxes, the college is directly responsible for returning four times this dollar amount (over $16 million) to circulate within the Oregon economy.

4. 1,017 full-time equivalent jobs for Oregonians existed because of Blue Mt Community College. 182 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Blue Mt Community College was not here, approximately 255 full-time and 1414 part-time students would not have attended college in Winter 1982, while 587 full-time and 319 part-time students would have attended an out-of-district college. This out-of-district college attendance would

have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Blue Mt Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 501 students and 97 staff at Blue Mt Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1) Number of Student Responses
   - ... FT Students ____381
   - ... PT Students ____106

2) Percentage of Winter 1982 Students Responding
   - ... FT Students ____45.2%
   - ... PT Students ____6.8%
   - ... Total ____19.5%

3) Percentage of Student Respondents Living In-District -- ____93.8%

4) Student Plans if College Didn't Exist (% of Winter 1982 students):
   - a) not attend college
     - ... FT Students ____30.3%
     - ... PT Students ____81.6%
     - ... All Students ____41.3%
   - b) attend college out-side district
     - ... FT Students ____69.7%
     - ... PT Students ____18.4%
     - ... All Students ____58.7%
   - c) attend college inside district
     - ... FT Students ____NA
     - ... PT Students ____NA
     - ... All Students ____NA

5) Average Annual College-Related Expenditures by FT Students -- $3659

6) Average Percentage Full-time Students Spent In-District -- 91.25%

7) Average Annual College-Related Expenditures by PT Students -- $697

8) Average Percentage Part-time Students Spent In-District -- 95.69%

9) Local Expenditures by Students $3,845,520

10) Average Percentage Full-time Students Spent In-State -- 98.18%

11) Average Percentage Part-time Students Spent In-State -- 99.25%

12) Statewide Expenditures by Students $4,094,913

13) Percentage of Winter 1982 Course Sections Surveyed -- 7.28%

C. STAFF SURVEY

1) Number of College Staff Responding 97

2) Percentage of Winter '82 Staff Responding 80.00%

3) Percentage Staff In-District 100.00%

4) Average Percentage In-District Staff Spent In-District 82.99%

5) Local Expenditures by In-District Staff $1,827,547

6) Percentage Staff Out-of-district 0.00%

7) Average Percentage Out-of-district Staff Spent In-District 0.00%

8) Local Expenditures by Out-of-district Staff $0

9) Local Expenditures by Staff $1,827,547

10) Average Percentage In-District Staff Spent In-State 93.97%

11) Statewide Expenditures by In-District Staff $2,069,341

12) Average Percentage Out-of-district Staff Spent In-State 0.00%

13) Statewide Expenditures by Out-of-district Staff $0

14) Statewide Expenditures by Staff $2,069,341

D. COLLEGE INFORMATION

(1) Number of College Staff (Fall '80) 182
(2) Number of Full-Time Students (Fall '80) 822
(3) Number of Part-time Students (Fall '80) 1652
(4) Annual Unduplicated Headcount (1980-81) 7889
(5) Total College Expenditures (1980-81) $ 5,508,140
(6) Gross Salaries Paid to Staff (1980-81) $ 2,959,594
(7) Disposable Income of All Staff (1980-81) $ 2,202,350
(8) Percentage of Total College Expenditures Spent Locally 45.10%
(9) Percentage of Total College Expenditures Spent In-State 73.60%
(10) State Tax Revenues (1980-81) $ 1,357,613
(11) Local Property Tax Revenues (1980-81) $ 2,446,972
(12) Local Multiplier One 0.15
(represents extent businesses purchase from local sources)
(13) Local Multiplier Two 0.60
(represents extent individuals respend incomes locally)
(14) Job Coefficient .00007
(represents full-time jobs per dollar of local economic impact - 0.000070.)
(15) Statewide Multiplier 1.00
(represents extent businesses and individuals respend in-state)
(16) Number of Full-time Students (Winter '82) 842
(17) Number of Part-time Students (Winter '82) 1733
(18) Number of Course Sections (Winter '82) 508

APPENDIX "D" - CENTRAL OREGON COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Central Oregon Community College is described by the following findings for the 1980-81 school year:

1. $21,209,712 were in circulation within the Oregon economy because of the existence of Central Oregon Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college	$ 4,857,109
(B)	In-state staff expenditures because of the college	$ 2,496,320
(C)	In-state college expenditures	$ 3,251,427
(D)	Indirect expenditures due to respending in-state	$ 10,604,856
	TOTAL STATEWIDE ECONOMIC IMPACT	$ 21,209,712

2. Central Oregon Community College had an impact of $16,975,462 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college	$ 4,713,876
(B)	In-district staff expenditures because of the college	$ 2,253,594
(C)	In-district college expenditures	$ 2,732,794
(D)	Indirect expenditures due to respending in-district	$ 7,275,198
	TOTAL DISTRICT ECONOMIC IMPACT	$ 16,975,462

3. While Oregonians invest almost $4.3 million in Central Oregon Community College through state and local taxes, the college is directly responsible for returning five times this dollar amount ($21.2 million) to circulate within the Oregon economy.

4. 1,411 full-time equivalent jobs for Oregonians existed because of Central Oregon Community College. 223 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Central Oregon Community College was not here, approximately 259 full-time and 2248 part-time students would not have attended college in Winter 1982, while 793 full-time and 714 part-time students would have attended an out-of-district college. This out-of-district college

attendance would have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Central Oregon Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 666 students and 146 staff at Central Oregon Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1) Number of Student Responses	... FT Students	375
	... PT Students	263
2) Percentage of Winter 1982 Students Responding		
	... FT Students	35.9%
	... PT Students	8.9%
	... Total	16.6%
3) Percentage of Student Respondents Living In-District --		98.1%
4) Student Plans if College Didn't Exist (% of Winter 1982 students):		
a) not attend college	... FT Students	24.6%
	... PT Students	75.9%
	... All Students	45.5%
b) attend college out-side district		
	... FT Students	75.4%
	... PT Students	24.1%
	... All Students	54.5%
c) attend college inside district		
	... FT Students	NA
	... PT Students	NA
	... All Students	NA

5)	Average Annual College-Related Expenditures by Full-time FT Students --	$3138
6)	Average Percentage Full-time Students Spent In-District --	95.56%
7)	Average Annual College-Related Expenditures by PT Students --	$561
8)	Average Percentage Part-time Students Spent In-District --	98.14%
9)	Local Expenditures by Students	$4,713,876
10)	Average Percentage Full-time Students Spent In-State --	99.26%
11)	Average Percentage Part-time Students Spent In-State --	99.75%
12)	Statewide Expenditures by Students	$4,857,102
13)	Percentage of Winter 1982 Course Sections Surveyed --	15.22%

C. STAFF SURVEY

1)	Number of College Staff Responding	146
2)	Percentage of Winter '82 Staff Responding	96.00%
3)	Percentage Staff In-District	100.00%
4)	Average Percentage In-District Staff Spent In-District	86.81%
5)	Local Expenditures by In-District Staff	$2,253,594
6)	Percentage Staff Out-of-District	0.00%
7)	Average Percentage Out-of-District Staff Spent In-District	0.00%
8)	Local Expenditures by Out-of-District Staff	$0
9)	Local Expenditures by Staff	$2,253,594
10)	Average Percentage In-District Staff Spent In-State	96.16%
11)	Statewide Expenditures by In-District Staff	$2,496,320
12)	Average Percentage Out-of-District Staff Spent In-State	0.00%
13)	Statewide Expenditures by Out-of-District Staff	$0
14)	Statewide Expenditures by Staff	$2,496,320

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	223
(2)	Number of Full-Time Students (Fall '80)	985
(3)	Number of Part-time Students (Fall '80)	3198
(4)	Annual Unduplicated Headcount (1980-81)	11697
(5)	Total College Expenditures (1980-81)	$ 7,381,991
(6)	Gross Salaries Paid to Staff (1980-81)	$ 3,392,510
(7)	Disposable Income of All Staff (1980-81)	$ 2,596,267
(8)	Percentage of Total College Expenditures Spent Locally	68.50%
(9)	Percentage of Total College Expenditures Spent In-State	81.50%
(10)	State Tax Revenues (1980-81)	$ 1,574,722
(11)	Local Property Tax Revenues (1980-81)	$ 2,713,642
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-State)	1.00
(16)	Number of Full-time Students (Winter '82)	1052
(17)	Number of Part-time Students (Winter '82)	2962
(18)	Number of Course Sections (Winter '82)	515

APPENDIX "D" - CHEMEKETA COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Chemeketa Community College is described by the following findings for the 1980-81 school year:

1. $75,593,974 were in circulation within the Oregon economy because of the existence of Chemeketa Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college	... $ 21,798,556
(B)	In-state staff expenditures because of the college	... $ 8,495,076
(C)	In-state college expenditures	... $ 7,503,355
(D)	Indirect expenditures due to respending in-state	... $ 37,796,987
	TOTAL STATEWIDE ECONOMIC IMPACT	... $ 75,593,974

2. Chemeketa Community College had an impact of $58,067,702 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college	... $ 20,449,776
(B)	In-district staff expenditures because of the college	... $ 7,356,528
(C)	In-district college expenditures	... $ 5,375,240
(D)	Indirect expenditures due to respending in-district	... $ 24,886,158
	TOTAL DISTRICT ECONOMIC IMPACT	$ 58,067,702

3. While Oregonians invest over $13.5 million in Chemeketa Community College through state and local taxes, the college is directly responsible for returning six times this dollar amount (over $75.5 million) to circulate within the Oregon economy.

4. 4,851 full-time equivalent jobs for Oregonians existed because of Chemeketa Community College. 787 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Chemeketa Community College was not here, approximately 997 full-time and 5032 part-time students would not have attended college in Winter 1982, while 1991 full-time and 3031 part-time students would have attended an out-of-district college. This out-of-district college

attendance would have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Chemeketa Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 679 students and 396 staff at Chemeketa Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1) Number of Student Responses
   - ... FT Students 430
   - ... PT Students 236

2) Percentage of Winter 1982 Students Responding
   - ... FT Students 12.2%
   - ... PT Students 9.0%
   - ... Total 11.1%

3) Percentage of Student Respondents Living In-District -- 95.0%

4) Student Plans if College Didn't Exist (% of Winter 1982 students):
   - a) not attend college
     - ... FT Students 28.4%
     - ... PT Students 48.8%
     - ... All Students 35.3%
   - b) attend college out-side district
     - ... FT Students 56.7%
     - ... PT Students 29.4%
     - ... All Students 47.5%
   - c) attend college inside district
     - ... FT Students 14.9%
     - ... PT Students 21.8%
     - ... All Students 17.2%

5) Average Annual College-Related Expenditures by FT Students --	$2934
6) Average Percentage Full-time Students Spent In-District --	89.80%
7) Average Annual College-Related Expenditures by PT Students --	$845
8) Average Percentage Part-time Students Spent In-District --	93.39%
9) Local Expenditures by Students	$20,449,776
10) Average Percentage Full-time Students Spent In-State --	97.48%
11) Average Percentage Part-time Students Spent In-State --	97.54%
12) Statewide Expenditures by Students	$21,798,556
13) Percentage of Winter 1982 Course Sections Surveyed --	1.96%

C. STAFF SURVEY

1) Number of College Staff Responding	396
2) Percentage of Winter '82 Staff Responding	74.00%
3) Percentage Staff In-District	94.60%
4) Average Percentage In-District Staff Spent In-District	85.85%
5) Local Expenditures by In-District Staff	$7,203,264
6) Percentage Staff Out-of-district	5.40%
7) Average Percentage Out-of-district Staff Spent In-District	32.00%
8) Local Expenditures by Out-of-district Staff	$153,264
9) Local Expenditures by Staff	$7,356,528
10) Average Percentage In-District Staff Spent In-State	95.66%
11) Statewide Expenditures by In-District Staff	$8,026,374
12) Average Percentage Out-of-district Staff Spent In-State	97.86%
13) Statewide Expenditures by Out-of-district Staff	$468,702
14) Statewide Expenditures by Staff	$8,495,076

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	787
(2)	Number of Full-Time Students (Fall '80)	4065
(3)	Number of Part-time Students (Fall '80)	12335
(4)	Annual Unduplicated Headcount (1980-81)	37459
(5)	Total College Expenditures (1980-81)	$21,496,291
(6)	Gross Salaries Paid to Staff (1980-81)	$11,505,138
(7)	Disposable Income of All Staff (1980-81)	$ 8,869,475
(8)	Percentage of Total College Expenditures Spent Locally	53.80%
(9)	Percentage of Total College Expenditures Spent In-State	75.10%
(10)	State Tax Revenues (1980-81)	$ 4,932,311
(11)	Local Property Tax Revenues (1980-81)	$ 8,637,493
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	3512
(17)	Number of Part-time Students (Winter '82)	2616
(18)	Number of Course Sections (Winter '82)	1325

APPENDIX "D" - CLACKAMAS COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Clackamas Community College is described by the following findings for the 1980-81 school year:

1. $54,367,202 were in circulation within the Oregon economy because of the existence of Clackamas Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college	$ 14,640,685
(B)	In-state staff expenditures because of the college	$ 4,892,327
(C)	In-state college expenditures	$ 7,650,589
(D)	Indirect expenditures due to respending in-state	$ 27,183,601
	TOTAL STATEWIDE ECONOMIC IMPACT	$ 54,367,202

2. Clackamas Community College had an impact of $33,903,175 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college	$ 13,107,219
(B)	In-district staff expenditures because of the college	$ 3,337,647
(C)	In-district college expenditures	$ 2,928,377
(D)	Indirect expenditures due to respending in-district	$ 14,529,932
	TOTAL DISTRICT ECONOMIC IMPACT	$ 33,903,175

3. While Oregonians invest over $10.8 million in Clackamas Community College through state and local taxes, the college is directly responsible for returning five times this dollar amount (almost 54.4 million) to circulate within the Oregon economy.

4. 2,893 full-time equivalent jobs for Oregonians existed because of Clackamas Community College. 520 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Clackamas Community College was not here, approximately 475 full-time and 1805 part-time students would not have attended college in Winter 1982, while 1337 full-time and 2472 part-time students would have attended an out-of-district college. This out-of-district college

attendance would have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Clackamas Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 699 students and 213 staff at Clackamas Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1) Number of Student Responses	... FT Students	431
	... PT Students	260
2) Percentage of Winter 1982 Students Responding		
	... FT Students	23.8%
	... PT Students	6.1%
	... Total	11.5%
3) Percentage of Student Respondents Living In-District --		90.8%
4) Student Plans if College Didn't Exist (% of Winter 1982 students):		
a) not attend college	... FT Students	26.2%
	... PT Students	42.2%
	... All Students	32.2%
b) attend college out-side district		
	... FT Students	73.8%
	... PT Students	57.8%
	... All Students	67.8%
c) attend college inside district		
	... FT Students	NA
	... PT Students	NA
	... All Students	NA

5) Average Annual College-Related Expenditures by FT Students --	$3088
6) Average Percentage Full-time Students Spent In-District --	86.62%
7) Average Annual College-Related Expenditures by PT Students --	$1024
8) Average Percentage Part-time Students Spent In-District --	91.18%
9) Local Expenditures by Students	$13,107,219
10) Average Percentage Full-time Students Spent In-State --	99.55%
11) Average Percentage Part-time Students Spent In-State --	99.86%
12) Statewide Expenditures by Students	$14,640,685
13) Percentage of Winter 1982 Course Sections Surveyed --	5.38%

C. STAFF SURVEY

1) Number of College Staff Responding	213
2) Percentage of Winter '82 Staff Responding	61.00%
3) Percentage Staff In-District	77.50%
4) Average Percentage In-District Staff Spent In-District	78.56%
5) Local Expenditures by In-District Staff	$3,106,120
6) Percentage Staff Out-of-District	22.50%
7) Average Percentage Out-of-District Staff Spent In-District	20.17%
8) Local Expenditures by Out-of-District Staff	$231,527
9) Local Expenditures by Staff	$3,337,647
10) Average Percentage In-District Staff Spent In-State	96.04%
11) Statewide Expenditures by In-District Staff	$3,797,247
12) Average Percentage Out-of-District Staff Spent In-State	95.40%
13) Statewide Expenditures by Out-of-District Staff	$1,095,080
14) Statewide Expenditures by Staff	$4,892,327

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	520
(2)	Number of Full-Time Students (Fall '80)	1975
(3)	Number of Part-time Students (Fall '80)	8381
(4)	Annual Unduplicated Headcount (1980-81)	22735
(5)	Total College Expenditures (1980-81)	$17,742,752
(6)	Gross Salaries Paid to Staff (1980-81)	$ 7,630,950
(7)	Disposable Income of All Staff (1980-81)	$ 5,101,702
(8)	Percentage of Total College Expenditures Spent Locally	28.96%
(9)	Percentage of Total College Expenditures Spent In-State	75.66%
(10)	State Tax Revenues (1980-81)	$ 3,255,640
(11)	Local Property Tax Revenues (1980-81)	$ 7,608,747
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	1812
(17)	Number of Part-time Students (Winter '82)	4277
(18)	Number of Course Sections (Winter '82)	1468

APPENDIX "D" - CLATSOP COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Clatsop Community College is described by the following findings for the 1980-81 school year:

1. $12,030,482 were in circulation within the Oregon economy because of the existence of Clatsop Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college ...	$ 3,409,668
(B)	In-state staff expenditures because of the college ...	$ 1,850,661
(C)	In-state college expenditures ...	$ 754,912
(D)	Indirect expenditures due to respending in-state ...	$ 6,015,241
	TOTAL STATEWIDE ECONOMIC IMPACT ...	$ 12,030,482

2. Clatsop Community College had an impact of $9,047,456 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college ...	$ 3,285,104
(B)	In-district staff expenditures because of the college ...	$ 1,552,393
(C)	In-district college expenditures ...	$ 332,478
(D)	Indirect expenditures due to respending in-district ...	$ 3,877,481
	TOTAL DISTRICT ECONOMIC IMPACT	$ 9,047,456

3. While Oregonians invest over $2.6 million in Clatsop Community College through state and local taxes, the college is directly responsible for returning five times this dollar amount (over $12 million) to circulate within the Oregon economy.

4. 823 full-time equivalent jobs for Oregonians existed because of Clatsop Community College. 190 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Clatsop Community College was not here, approximately 174 full-time and 1477 part-time students would not have attended college in Winter 1982, while 256 full-time and 414 part-time students would have attended an out-of-district college. This out-of-district college attendance would have created a monetary hardship on the commuting or resident student, as

well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Clatsop Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 431 students and 95 staff at Clatsop Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1)	Number of Student Responses	... FT Students	218
		... PT Students	204
2)	Percentage of Winter 1982 Students Responding		
		... FT Students	50.7%
		... PT Students	10.8%
		... Total	18.6%
3)	Percentage of Student Respondents Living In-District --		87.9%
4)	Student Plans if College Didn't Exist (% of Winter 1982 students):		
	a) not attend college	... FT Students	40.4%
		... PT Students	78.1%
		... All Students	58.8%
	b) attend college out-side district		
		... FT Students	59.6%
		... PT Students	21.9%
		... All Students	41.2%
	c) attend college inside district		
		... FT Students	NA
		... PT Students	NA
		... All Students	NA

5) Average Annual College-Related Expenditures by FT Students --	$2968
6) Average Percentage Full-time Students Spent In-District --	93.90%
7) Average Annual College-Related Expenditures by PT Students --	$807
8) Average Percentage Part-time Students Spent In-District --	94.90%
9) Local Expenditures by Students	$3,285,104
10) Average Percentage Full-time Students Spent In-State --	98.05%
11) Average Percentage Part-time Students Spent In-State --	98.16%
12) Statewide Expenditures by Students	$3,409,668
13) Percentage of Winter 1982 Course Sections Surveyed --	14.81%

C. STAFF SURVEY

1) Number of College Staff Responding	95
2) Percentage of Winter '82 Staff Responding	73.00%
3) Percentage Staff In-District	100.00%
4) Average Percentage In-District Staff Spent In-District	79.84%
5) Local Expenditures by In-District Staff	$1,552,393
6) Percentage Staff Out-of-District	0.00%
7) Average Percentage Out-of-District Staff Spent In-District	0.00%
8) Local Expenditures by Out-of-District Staff	$0
9) Local Expenditures by Staff	$1,552,393
10) Average Percentage In-District Staff Spent In-State	95.18%
11) Statewide Expenditures by In-District Staff	$1,850,661
12) Average Percentage Out-of-District Staff Spent In-State	0.00%
13) Statewide Expenditures by Out-of-District Staff	$0
14) Statewide Expenditures by Staff	$1,850,661

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	190
(2)	Number of Full-Time Students (Fall '80)	427
(3)	Number of Part-time Students (Fall '80)	2735
(4)	Annual Unduplicated Headcount (1980-81)	7433
(5)	Total College Expenditures (1980-81)	$3,714,744
(6)	Gross Salaries Paid to Staff (1980-81)	$2,713,002
(7)	Disposable Income of All Staff (1980-81)	$1,944,575
(8)	Percentage of Total College Expenditures Spent Locally	33.19%
(9)	Percentage of Total College Expenditures Spent In-State	75.36%
(10)	State Tax Revenues (1980-81)	$1,110,106
(11)	Local Property Tax Revenues (1980-81)	$1,520,445
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	430
(17)	Number of Part-time Students (Winter '82)	1891
(18)	Number of Course Sections (Winter '82)	486

APPENDIX "D" - LANE COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Lane Community College is described by the following findings for the 1980-81 school year:

1. $72,728,642 were in circulation within the Oregon economy because of the existence of Lane Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college	$ 14,863,887
(B)	In-state staff expenditures because of the college	$ 11,113,330
(C)	In-state college expenditures	$ 10,387,104
(D)	Indirect expenditures due to respending in-state	$ 36,364,321
	TOTAL STATEWIDE ECONOMIC IMPACT	$ 72,728,642

2. Lane Community College had an impact of $58,829,391 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college	$ 14,434,041
(B)	In-district staff expenditures because of the college	$ 10,116,352
(C)	In-district college expenditures	$ 9,066,402
(D)	Indirect expenditures due to respending in-district	$ 25,212,596
	TOTAL DISTRICT ECONOMIC IMPACT	$ 58,829,391

3. While Oregonians invest almost $16.2 million in Lane Community College through state and local taxes, the college is directly responsible for returning over four times this dollar amount (over $72.7 million) to circulate within the Oregon economy.

4. 5,002 full-time equivalent jobs for Oregonians existed because of Lane Community College. 884 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Lane Community College was not here, approximately 1002 full-time and 7210 part-time students would not have attended college in Winter 1982, while 1516 full-time and 1236 part-time students would have attended an out-of-district college. This out-of-district college attendance would have created a monetary hardship on the commuting or resident student, as

well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Lane Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 1956 students and 653 staff at Lane Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1) Number of Student Responses	... FT Students	1040
	... PT Students	899
2) Percentage of Winter 1982 Students Responding		
	... FT Students	32.0%
	... PT Students	6.9%
	... Total	12.0%
3) Percentage of Student Respondents Living In-District --		98.2%
4) Student Plans if College Didn't Exist (% of Winter 1982 students):		
a) not attend college	... FT Students	30.8%
	... PT Students	55.4%
	... All Students	42.1%
b) attend college out-side district		
	... FT Students	46.6%
	... PT Students	9.5%
	... All Students	29.5%
c) attend college inside district		
	... FT Students	22.6%
	... PT Students	35.1%
	... All Students	28.4%

5) Average Annual College-Related Expenditures by FT Students --	$ 2760
6) Average Percentage Full-time Students Spent In-District --	95.89%
7) Average Annual College-Related Expenditures by PT Students --	$ 459
8) Average Percentage Part-time Students Spent In-District --	98.40%
9) Local Expenditures by Students	$14,434,041
10) Average Percentage Full-time Students Spent In-State --	99.84%
11) Average Percentage Part-time Students Spent In-State --	99.88%
12) Statewide Expenditures by Students	$14,863,887
13) Percentage of Winter 1982 Course Sections Surveyed --	11.21%

C. STAFF SURVEY

1) Number of College Staff Responding	653
2) Percentage of Winter '82 Staff Responding	86.00%
3) Percentage Staff In-District	98.60%
4) Average Percentage In-District Staff Spent In-District	88.53%
5) Local Expenditures by In-District Staff	$10,018,339
6) Percentage Staff Out-of-District	1.40%
7) Average Percentage Out-of-District Staff Spent In-District	61.00%
8) Local Expenditures by Out-of-District Staff	$ 98,013
9) Local Expenditures by Staff	$10,116,352
10) Average Percentage In-District Staff Spent In-State	96.84%
11) Statewide Expenditures by In-District Staff	$10,958,726
12) Average Percentage Out-of-District Staff Spent In-State	96.22%
13) Statewide Expenditures by Out-of-District Staff	$ 154,604
14) Statewide Expenditures by Staff	$11,113,330

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	884
(2)	Number of Full-Time Students (Fall '80)	3074
(3)	Number of Part-time Students (Fall '80)	13957
(4)	Annual Unduplicated Headcount (1980-81)	32900
(5)	Total College Expenditures (1980-81)	$28,071,000
(6)	Gross Salaries Paid to Staff (1980-81)	$15,588,000
(7)	Disposable Income of All Staff (1980-81)	$11,477,000
(8)	Percentage of Total College Expenditures Spent Locally	72.63%
(9)	Percentage of Total College Expenditures Spent In-State	83.21%
(10)	State Tax Revenues (1980-81)	$ 7,606,022
(11)	Local Property Tax Revenues (1980-81)	$ 8,589,043
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	3254
(17)	Number of Part-time Students (Winter '82)	13014
(18)	Number of Course Sections (Winter '82)	1178

APPENDIX "D" - LINN BENTON COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Linn Benton Community College is described by the following findings for the 1980-81 school year:

1. $42,412,492 were in circulation within the Oregon economy because of the existence of Linn Benton Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college	... $ 14,186,537
(B)	In-state staff expenditures because of the college	... $ 5,416,101
(C)	In-state college expenditures	... $ 1,603,608
(D)	Indirect expenditures due to respending in-state	... $ 21,206,246
	TOTAL STATEWIDE ECONOMIC IMPACT	... $ 42,412,492

2. Linn Benton Community College had an impact of $34,082,786 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college	... $ 13,757,940
(B)	In-district staff expenditures because of the college	... $ 4,634,982
(C)	In-district college expenditures	... $ 1,082,956
(D)	Indirect expenditures due to respending in-district	... $ 14,606,908
	TOTAL DISTRICT ECONOMIC IMPACT	$ 34,082,786

3. While Oregonians invest almost $7.4 million in Linn Benton Community College through state and local taxes, the college is directly responsible for returning six times this dollar amount (over $42.4 million) to circulate within the Oregon economy.

4. 2,936 full-time equivalent jobs for Oregonians existed because of Linn Benton Community College. 551 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Linn Benton Community College was not here, approximately 604 full-time and 4719 part-time students would not have attended college in Winter 1982, while 1184 full-time and 864 part-time students would have attended an out-of-district college. This out-of-district college

attendance would have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Linn Benton Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 965 students and 302 staff at Linn Benton Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1) Number of Student Responses
   - ... FT Students 465
   - ... PT Students 463

2) Percentage of Winter 1982 Students Responding
   - ... FT Students 19.5%
   - ... PT Students 5.9%
   - ... Total 9.5%

3) Percentage of Student Respondents Living In-District -- 96.9%

4) Student Plans if College Didn't Exist (% of Winter 1982 students):
   - a) not attend college
     - ... FT Students 25.3%
     - ... PT Students 60.6%
     - ... All Students 42.7%
   - b) attend college out-side district
     - ... FT Students 42.6%
     - ... PT Students 11.1%
     - ... All Students 30.7%
   - c) attend college inside district
     - ... FT Students 25.1%
     - ... PT Students 28.3%
     - ... All Students 26.6%

5) Average Annual College-Related Expenditures by FT Students --	$ 3384
6) Average Percentage Full-time Students Spent In-District --	93.81%
7) Average Annual College-Related Expenditures by PT Students --	$ 612
8) Average Percentage Part-time Students Spent In-District --	96.93%
9) Local Expenditures by Students	$13,757,940
10) Average Percentage Full-time Students Spent In-State --	98.20%
11) Average Percentage Part-time Students Spent In-State --	98.54%
12) Statewide Expenditures by Students	$14,186,537
13) Percentage of Winter 1982 Course Sections Surveyed --	3.37%

C. STAFF SURVEY

1) Number of College Staff Responding	302
2) Percentage of Winter '82 Staff Responding	91.00%
3) Percentage Staff In-District	96.70%
4) Average Percentage In-District Staff Spent In-District	83.28%
5) Local Expenditures by In-District Staff	$ 4,593,571
6) Percentage Staff Out-of-District	3.30%
7) Average Percentage Out-of-District Staff Spent In-District	22.00%
8) Local Expenditures by Out-of-District Staff	$ 41,411
9) Local Expenditures by Staff	$ 4,634,982
10) Average Percentage In-District Staff Spent In-State	94.94%
11) Statewide Expenditures by In-District Staff	$ 5,236,715
12) Average Percentage Out-of-District Staff Spent In-State	95.30%
13) Statewide Expenditures by Out-of-District Staff	$ 179,386
14) Statewide Expenditures by Staff	$ 5,416,101

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	551
(2)	Number of Full-Time Students (Fall '80)	2088
(3)	Number of Part-time Students (Fall '80)	12027
(4)	Annual Unduplicated Headcount (1980-81)	30000
(5)	Total College Expenditures (1980-81)	$ 9,849,897
(6)	Gross Salaries Paid to Staff (1980-81)	$ 7,767,288
(7)	Disposable Income of All Staff (1980-81)	$ 5,704,049
(8)	Percentage of Total College Expenditures Spent Locally	52.00%
(9)	Percentage of Total College Expenditures Spent In-State	77.00%
(10)	State Tax Revenues (1980-81)	$ 3,805,788
(11)	Local Property Tax Revenues (1980-81)	$ 3,590,395
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	2387
(17)	Number of Part-time Students (Winter '82)	7787
(18)	Number of Course Sections (Winter '82)	1660

APPENDIX "D" - MT HOOD COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Mt Hood Community College is described by the following findings for the 1980-81 school year:

1. $50,386,984 were in circulation within the Oregon economy because of the existence of Mt Hood Community College. This Statewide Economic Impact is the sum of the following:

(A) In-state student expenditures because of the college	$ 11,218,542
(B) In-state staff expenditures because of the college	$ 6,329,771
(C) In-state college expenditures	$ 7,645,179
(D) Indirect expenditures due to respending in-state	$ 25,193,492
TOTAL STATEWIDE ECONOMIC IMPACT	$ 50,386,984

2. Mt Hood Community College had an impact of $34,943,856 on its district's economy. This local district economic impact is the sum of the following:

(A) In-district student expenditures because of the college	$ 10,085,770
(B) In-district staff expenditures because of the college	$ 4,311,022
(C) In-district college expenditures	$ 4,909,206
(D) Indirect expenditures due to respending in-district	$ 15,637,858
TOTAL DISTRICT ECONOMIC IMPACT	$ 34,943,856

3. While Oregonians invest over $11.3 million in Mt Hood Community College through state and local taxes, the college is directly responsible for returning over four times this dollar amount (almost $50.4 million) to circulate within the Oregon economy.

4. 3,090 full-time equivalent jobs for Oregonians existed because of Mt Hood Community College. 644 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Mt Hood Community College was not here, approximately 444 full-time and 1786 part-time students would not have attended college in Winter 1982, while 2686 full-time and 3231 part-time students would have attended an out-of-district college. This out-of-district college attendance would

have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Mt Hood Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 594 students and 331 staff at Mt Hood Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1)	Number of Student Responses	... FT Students	449
		... PT Students	139
2)	Percentage of Winter 1982 Students Responding		
		... FT Students	14.3%
		... PT Students	2.8%
		... Total	7.3%
3)	Percentage of Student Respondents Living In-District --		85.2%
4)	Student Plans if College Didn't Exist (% of winter 1982 students):		
	a) not attend college	... FT Students	14.2%
		... PT Students	35.6%
		... All Students	19.2%
	b) attend college out-side district		
		... FT Students	85.8%
		... PT Students	64.4%
		... All Students	80.8%
	c) attend college inside district		
		... FT Students	NA
		... PT Students	NA
		... All Students	NA

5) Average Annual College-Related Expenditures by FT Students --	$ 2174
6) Average Percentage Full-time Students Spent In-District --	87.55%
7) Average Annual College-Related Expenditures by PT Students --	$ 595
8) Average Percentage Part-time Students Spent In-District --	90.61%
9) Local Expenditures by Students	$10,085,770
10) Average Percentage Full-time Students Spent In-State --	98.56%
11) Average Percentage Part-time Students Spent In-State --	98.65%
12) Statewide Expenditures by Students	$11,218,542
13) Percentage of Winter 1982 Course Sections Surveyed --	2.75%

C. STAFF SURVEY

1) Number of College Staff Responding	331
2) Percentage of Winter '82 Staff Responding	88.00%
3) Percentage Staff In-District	78.80%
4) Average Percentage In-District Staff Spent In-District	76.53%
5) Local Expenditures by In-District Staff	$ 4,050,715
6) Percentage Staff Out-of-District	21.20%
7) Average Percentage Out-of-District Staff Spent In-District	18.28%
8) Local Expenditures by Out-of-District Staff	$ 260,307
9) Local Expenditures by Staff	$ 4,311,022
10) Average Percentage In-District Staff Spent In-State	94.74%
11) Statewide Expenditures by In-District Staff	$ 5,014,566
12) Average Percentage Out-of-District Staff Spent In-State	92.36%
13) Statewide Expenditures by Out-of-District Staff	$ 1,315,205
14) Statewide Expenditures by Staff	$ 6,329,771

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	644
(2)	Number of Full-Time Students (Fall '80)	3375
(3)	Number of Part-time Students (Fall '80)	6790
(4)	Annual Unduplicated Headcount (1980-81)	21101
(5)	Total College Expenditures (1980-81)	$19,492,498
(6)	Gross Salaries Paid to Staff (1980-81)	$ 9,128,963
(7)	Disposable Income of All Staff (1980-81)	$ 6,716,976
(8)	Percentage of Total College Expenditures Spent Locally	47.37%
(9)	Percentage of Total College Expenditures Spent In-State	73.77%
(10)	State Tax Revenues (1980-81)	$ 5,280,228
(11)	Local Property Tax Revenues (1980-81)	$ 6,047,218
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.21
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	3130
(17)	Number of Part-time Students (Winter '82)	5017
(18)	Number of Course Sections (Winter '82)	1198

APPENDIX "D" - PORTLAND COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Portland Community College is described by the following findings for the 1980-81 school year:

1. $134,707,612 were in circulation within the Oregon economy because of the existence of Portland Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college	$ 41,411,776
(B)	In-state staff expenditures because of the college	$ 14,535,358
(C)	In-state college expenditures	$ 11,406,672
(D)	Indirect expenditures due to respending in-state	$ 67,353,806
	TOTAL STATEWIDE ECONOMIC IMPACT	$ 134,707,612

2. Portland Community College had an impact of $104,372,348 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college	$ 38,416,667
(B)	In-district staff expenditures because of the college	$ 12,099,338
(C)	In-district college expenditures	$ 9,125,337
(D)	Indirect expenditures due to respending in-district	$ 44,731,006
	TOTAL DISTRICT ECONOMIC IMPACT	$ 104,372,348

3. While Oregonians invest over $19.1 million in Portland Community College through state and local taxes, the college is directly responsible for returning seven times this dollar amount (over $134.7 million) to circulate within the Oregon economy.

4. 9,257 full-time equivalent jobs for Oregonians existed because of Portland Community College. 1,951 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Portland Community College was not here, approximately 1822 full-time and 5918 part-time students would not have attended college in Winter 1982, while 2673 full-time and 4289 part-time students would have attended an out-of-district college. This out-of-district college

attendance would have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Portland Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 1941 students and 680 staff at Portland Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1) Number of Student Responses
   - ... FT Students ------1085
   - ... PT Students ------856

2) Percentage of Winter 1982 Students Responding
   - ... FT Students ------14.1%
   - ... PT Students ------4.7%
   - ... Total ------7.69%

3) Percentage of Student Respondents Living In-District -- ------94.2%

4) Student Plans if College Didn't Exist (% of Winter 1982 students):
   - a) not attend college
     - ... FT Students -----25.5%
     - ... PT Students -----32.7%
     - ... All Students -----28.8%
   - b) attend college out-side district
     - ... FT Students -----37.4%
     - ... PT Students -----23.7%
     - ... All Students -----31.3%
   - c) attend college inside district
     - ... FT Students -----37.1%
     - ... PT Students -----43.6%
     - ... All Students -----39.9%

5) Average Annual College-Related Expenditures by FT Students --	$2750
6) Average Percentage Full-time Students Spent In-District --	90.11%
7) Average Annual College-Related Expenditures by PT Students --	$713
8) Average Percentage Part-time Students Spent In-District --	95.00%
9) Local Expenditures by Students	$38,416,667
10) Average Percentage Full-time Students Spent In-State --	99.65%
11) Average Percentage Part-time Students Spent In-State --	99.90%
12) Statewide Expenditures by Students	$41,411,776
13) Percentage of Winter 1982 Course Sections Surveyed --	3.56%

C. STAFF SURVEY

1) Number of College Staff Responding	680
2) Percentage of Winter '82 Staff Responding	73.00%
3) Percentage Staff In-District	86.00%
4) Average Percentage In-District Staff Spent In-District	83.43%
5) Local Expenditures by In-District Staff	$11,181,877
6) Percentage Staff Out-of-District	14.00%
7) Average Percentage Out-of-District Staff Spent In-District	42.05%
8) Local Expenditures by Out-of-District Staff	$917,461
9) Local Expenditures by Staff	$12,099,338
10) Average Percentage In-District Staff Spent In-State	93.86%
11) Statewide Expenditures by In-District Staff	$12,579,779
12) Average Percentage Out-of-District Staff Spent In-State	89.63%
13) Statewide Expenditures by Out-of-District Staff	$1,955,579
14) Statewide Expenditures by Staff	$14,535,358

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	1951
(2)	Number of Full-Time Students (Fall '80)	7533
(3)	Number of Part-time Students (Fall '80)	29162
(4)	Annual Unduplicated Headcount (1980-81)	38832
(5)	Total College Expenditures (1980-81)	$31,909,668
(6)	Gross Salaries Paid to Staff (1980-81)	$19,235,588
(7)	Disposable Income of All Staff (1980-81)	$15,584,542
(8)	Percentage of Total College Expenditures Spent Locally	72.00%
(9)	Percentage of Total College Expenditures Spent In-State	90.00%
(10)	State Tax Revenues (1980-81)	$11,036,216
(11)	Local Property Tax Revenues (1980-81)	$ 8,071,531
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	7147
(17)	Number of Part-time Students (Winter '82)	18099
(18)	Number of Course Sections (Winter '82)	4210

APPENDIX "D" - ROGUE COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Rogue Community College is described by the following findings for the 1980-81 school year:

1. $18,994,582 were in circulation within the Oregon economy because of the existence of Rogue Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college ...	$ 5,793,688
(B)	In-state staff expenditures because of the college ...	$ 2,304,251
(C)	In-state college expenditures ...	$ 1,399,352
(D)	Indirect expenditures due to respending in-state ...	$ 9,497,291
	TOTAL STATEWIDE ECONOMIC IMPACT ...	$ 18,994,582

2. Rogue Community College had an impact of $14,421,529 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college ...	$ 5,245,505
(B)	In-district staff expenditures because of the college ...	$ 1,908,794
(C)	In-district college expenditures ...	$ 1,086,575
(D)	Indirect expenditures due to respending in-district ...	$ 6,180,655
	TOTAL DISTRICT ECONOMIC IMPACT	$ 14,421,529

3. While Oregonians invest over $3.4 million in Rogue Community College through state and local taxes, the college is directly responsible for returning 5.5 times this dollar amount (almost $19 million) to circulate within the Oregon economy.

4. 1,127 full-time equivalent jobs for Oregonians existed because of Rogue Community College. 118 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Rogue Community College was not here, approximately 331 full-time and 1458 part-time students would not have attended college in Winter 1982, while 421 full-time and 721 part-time students would have attended an out-of-district college. This out-of-district college attendance would have created a monetary hardship on the commuting or resident student, as

well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Rogue Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 507 students and 84 staff at Rogue Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1)	Number of Student Responses	... FT Students	368
		... PT Students	136
2)	Percentage of Winter 1982 Students Responding		
		... FT Students	48.2%
		... PT Students	6.2%
		... Total	17.3%
3)	Percentage of Student Respondents Living In-District --		82.1%
4)	Student Plans if College Didn't Exist (% of Winter 1982 students):		
	a) not attend college	... FT Students	44.0%
		... PT Students	66.2%
		... All Students	50.1%
	b) attend college out-side district		
		... FT Students	26.0%
		... PT Students	33.1%
		... All Students	42.2%
	c) attend college inside district		
		... FT Students	NA
		... PT Students	NA
		... All Students	NA

5) Average Annual College-Related Expenditures by FT Students --	$ 3613
6) Average Percentage Full-time Students Spent In-District --	88.46%
7) Average Annual College-Related Expenditures by PT Students --	$ 1128
8) Average Percentage Part-time Students Spent In-District --	92.38%
9) Local Expenditures by Students	$5,245,505
10) Average Percentage Full-time Students Spent In-State --	99.75%
11) Average Percentage Part-time Students Spent In-State --	99.87%
12) Statewide Expenditures by Students	$5,793,688
13) Percentage of Winter 1982 Course Sections Surveyed --	10.00%

C. STAFF SURVEY

1) Number of College Staff Responding	84
2) Percentage of Winter '82 Staff Responding	75.00%
3) Percentage Staff In-District	89.30%
4) Average Percentage In-District Staff Spent In-District	85.60%
5) Local Expenditures by In-District Staff	$1,837,348
6) Percentage Staff Out-of-District	10.70%
7) Average Percentage Out-of-District Staff Spent In-District	27.78%
8) Local Expenditures by Out-of-District Staff	$ 71,446
9) Local Expenditures by Staff	$1,908,794
10) Average Percentage In-District Staff Spent In-State	95.93%
11) Statewide Expenditures by In-District Staff	$2,059,075
12) Average Percentage Out-of-District Staff Spent In-State	95.33%
13) Statewide Expenditures by Out-of-District Staff	$ 245,176
14) Statewide Expenditures by Staff	$2,304,251

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	118
(2)	Number of Full-Time Students (Fall '80)	826
(3)	Number of Part-time Students (Fall '80)	2501
(4)	Annual Unduplicated Headcount (1980-81)	8697
(5)	Total College Expenditures (1980-81)	$5,120,180
(6)	Gross Salaries Paid to Staff (1980-81)	$3,491,132
(7)	Disposable Income of All Staff (1980-81)	$2,403,623
(8)	Percentage of Total College Expenditures Spent Locally	66.70%
(9)	Percentage of Total College Expenditures Spent In-State	85.90%
(10)	State Tax Revenues (1980-81)	$1,865,992
(11)	Local Property Tax Revenues (1980-81)	$1,578,649
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	752
(17)	Number of Part-time Students (Winter '82)	2179
(18)	Number of Course Sections (Winter '82)	300

APPENDIX "D" SOUTHWESTERN OREGON COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Southwestern Community College is described by the following findings for the 1980-81 school year:

1. $22,138,738 were in circulation within the Oregon economy because of the existence of Southwestern Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college	$ 5,607,992
(B)	In-state staff expenditures because of the college	$ 2,337,754
(C)	In-state college expenditures	$ 3,123,623
(D)	Indirect expenditures due to respending in-state	$ 11,069,369
	TOTAL STATEWIDE ECONOMIC IMPACT	$ 22,138,738

2. Southwestern Community College had an impact of $17,916,193 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college	$ 5,370,017
(B)	In-district staff expenditures because of the college	$ 2,095,154
(C)	In-district college expenditures	$ 2,772,654
(D)	Indirect expenditures due to respending in-district	$ 7,678,368
	TOTAL DISTRICT ECONOMIC IMPACT	$ 17,916,193

3. While Oregonians invest over $3.4 million in Southwestern Community College through state and local taxes, the college is directly responsible for returning over six times this dollar amount (over $22.1 million) to circulate within the Oregon economy.

4. 1,414 full-time equivalent jobs for Oregonians existed because of Southwestern Community College. 160 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Southwestern Community College was not here, approximately 341 full-time and 2089 part-time students would not have attended college in winter 1982, while 507 full-time and 539 part-time students would have attended an out-of-district college. This out-of-district college

attendance would have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Southwestern Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 583 students and 111 staff at Southwestern Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1) Number of Student Responses
   - ... FT Students 361
   - ... PT Students 216

2) Percentage of Winter 1982 Students Responding
   - ... FT Students 42.5%
   - ... PT Students 8.2%
   - ... Total 16.8%

3) Percentage of Student Respondents Living In-District -- 98.6%

4) Student Plans if College Didn't Exist (% of Winter 1982 students):
   - a) not attend college
     - ... FT Students 40.1%
     - ... PT Students 79.5%
     - ... All Students 54.8%
   - b) attend college out-side district
     - ... FT Students 59.6%
     - ... PT Students 20.5%
     - ... All Students 45.1%
   - c) attend college inside district
     - ... FT Students 3%
     - ... PT Students 0%
     - ... All Students 1%

5) Average Annual College-Related Expenditures by FT Students --	$3623
6) Average Percentage Full-time Students Spent In-District --	93.88%
7) Average Annual College-Related Expenditures by PT Students --	$685
8) Average Percentage Part-time Students Spent In-District --	97.71%
9) Local Expenditures by Students	$5,370,017
10) Average Percentage Full-time Students Spent In-State --	99.76%
11) Average Percentage Part-time Students Spent In-State --	99.99%
12) Statewide Expenditures by Students	$5,607,992
13) Percentage of Winter 1982 Course Sections Surveyed --	12.09%

C. STAFF SURVEY

1) Number of College Staff Responding	111
2) Percentage of Winter '82 Staff Responding	90.00%
3) Percentage Staff In-District	99.10%
4) Average Percentage In-District Staff Spent In-District	87.78%
5) Local Expenditures by In-District Staff	$2,088,672
6) Percentage Staff Out-of-District	0.90%
7) Average Percentage Out-of-District Staff Spent In-District	30.00%
8) Local Expenditures by Out-of-District Staff	$6,482
9) Local Expenditures by Staff	$2,095,154
10) Average Percentage In-District Staff Spent In-State	97.34%
11) Statewide Expenditures by In-District Staff	$2,316,147
12) Average Percentage Out-of-District Staff Spent In-State	99.99%
13) Statewide Expenditures by Out-of-District Staff	$21,607
14) Statewide Expenditures by Staff	$2,337,754

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	160
(2)	Number of Full-Time Students (Fall '80)	843
(3)	Number of Part-time Students (Fall '80)	3739
(4)	Annual Unduplicated Headcount (1980-81)	10921
(5)	Total College Expenditures (1980-81)	$6,804,723
(6)	Gross Salaries Paid to Staff (1980-81)	$3,295,034
(7)	Disposable Income of All Staff (1980-81)	$2,401,050
(8)	Percentage of Total College Expenditures Spent Locally	79.00%
(9)	Percentage of Total College Expenditures Spent In-State	89.00%
(10)	State Tax Revenues (1980-81)	$1,586,128
(11)	Local Property Tax Revenues (1980-81)	$1,832,163
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	850
(17)	Number of Part-time Students (Winter '82)	2628
(18)	Number of Course Sections (Winter '82)	521

APPENDIX "D" - TREASURE VALLEY COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Treasure Valley Community College is described by the following findings for the 1980-81 school year:

1. $9,490,874 were in circulation within the Oregon economy because of the existence of Treasure Valley Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college	$ 2,497,050
(B)	In-state staff expenditures because of the college	$ 1,144,890
(C)	In-state college expenditures	$ 1,103,497
(D)	Indirect expenditures due to respending in-state	$ 4,745,437
	TOTAL STATEWIDE ECONOMIC IMPACT	$ 9,490,874

2. Treasure Valley Community College had an impact of $7,505,137 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college	$ 2,237,907
(B)	In-district staff expenditures because of the college	$ 1,053,060
(C)	In-district college expenditures	$ 997,683
(D)	Indirect expenditures due to respending in-district	$ 3,216,487
	TOTAL DISTRICT ECONOMIC IMPACT	$ 7,505,137

3. While Oregonians invest over $2.3 million in Treasure Valley Community College through state and local taxes, the college is directly responsible for returning four times this dollar amount (almost $9.5 million) to circulate within the Oregon economy.

4. 669 full-time equivalent jobs for Oregonians existed because of Treasure Valley Community College. 144 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Treasure Valley Community College was not here, approximately 127 full-time and 969 part-time students would not have attended college in Winter 1982, while 503 full-time and 315 part-time students would have attended an out-of-district college. This out-of-district college

attendance would have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Treasure Valley Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 428 students and 118 staff at Treasure Valley Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1) Number of Student Responses	... FT Students	289
	... PT Students	119
2) Percentage of Winter 1982 Students Responding		
	... FT Students	45.9%
	... PT Students	9.2%
	... Total	22.2%
3) Percentage of Student Respondents Living In-District --		80.9%
4) Student Plans if College Didn't Exist (% of Winter 1982 students):		
a) not attend college	... FT Students	20.1%
	... PT Students	74.8%
	... All Students	35.8%
b) attend college out-side district		
	... FT Students	79.9%
	... PT Students	24.3%
	... All Students	64.0%
c) attend college inside district		
	... FT Students	0.0%
	... PT Students	.9%
	... All Students	.2%

5) Average Annual College-Related Expenditures by FT Students --	$ 2651
6) Average Percentage Full-time Students Spent In-District --	88.47%
7) Average Annual College-Related Expenditures by PT Students --	$ 551
8) Average Percentage Part-time Students Spent In-District --	90.76%
9) Local Expenditures by Students	$2,237,427
10) Average Percentage Full-time Students Spent In-State --	99.14%
11) Average Percentage Part-time Students Spent In-State --	99.84%
12) Statewide Expenditures by Students	$2,497,050
13) Percentage of Winter 1982 Course Sections Surveyed --	9.89%

C. STAFF SURVEY

1) Number of College Staff Responding	118
2) Percentage of Winter '82 Staff Responding	90.00%
3) Percentage Staff In-District	83.10%
4) Average Percentage In-District Staff Spent In-District	88.45%
5) Local Expenditures by In-District Staff	$ 947,881
6) Percentage Staff Out-of-District	16.90%
7) Average Percentage Out-of-District Staff Spent In-District	48.26%
8) Local Expenditures by Out-of-District Staff	$ 105,179
9) Local Expenditures by Staff	$1,053,060
10) Average Percentage In-District Staff Spent In-State	93.70%
11) Statewide Expenditures by In-District Staff	$1,004,143
12) Average Percentage Out-of-District Staff Spent In-State	64.58%
13) Statewide Expenditures by Out-of-District Staff	$ 140,747
14) Statewide Expenditures by Staff	$1,144,890

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	144
(2)	Number of Full-Time Students (Fall '80)	731
(3)	Number of Part-time Students (Fall '80)	1247
(4)	Annual Unduplicated Headcount (1980-81)	3581
(5)	Total College Expenditures (1980-81)	$3,254,253
(6)	Gross Salaries Paid to Staff (1980-81)	$1,742,612
(7)	Disposable Income of All Staff (1980-81)	$1,289,600
(8)	Percentage of Total College Expenditures Spent Locally	66.00%
(9)	Percentage of Total College Expenditures Spent In-State	73.00%
(10)	State Tax Revenues (1980-81)	$1,095,505
(11)	Local Property Tax Revenues (1980-81)	$1,254,063
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	630
(17)	Number of Part-time Students (Winter '82)	1295
(18)	Number of Course Sections (Winter '82)	445

APPENDIX "D" - UMPQUA COMMUNITY COLLEGE

I. EXECUTIVE SUMMARY

The economic impact of Umpqua Community College is described by the following findings for the 1980-81 school year:

1. $20,895,026 were in circulation within the Oregon economy because of the existence of Umpqua Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college	$ 5,682,926
(B)	In-state staff expenditures because of the college	$ 2,312,900
(C)	In-state college expenditures	$ 2,451,687
(D)	Indirect expenditures due to respending in-state	$ 10,447,513
	TOTAL STATEWIDE ECONOMIC IMPACT	$ 20,895,026

2. Umpqua Community College had an impact of $15,746,846 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college	$ 5,392,037
(B)	In-district staff expenditures because of the college	$ 2,011,088
(C)	In-district college expenditures	$ 1,595,073
(D)	Indirect expenditures due to respending in-district	$ 6,748,648
	TOTAL DISTRICT ECONOMIC IMPACT	$ 15,746,846

3. While Oregonians invest over $3.7 million in Umpqua Community College through state and local taxes, the college is directly responsible for returning almost six times this dollar amount (almost $21 million) to circulate within the Oregon economy.

4. 1,370 full-time equivalent jobs for Oregonians existed because of Umpqua Community College. 268 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Umpqua Community College was not here, approximately 331 full-time and 2203 part-time students would not have attended college in Winter 1982, while 683 full-time and 554 part-time students would have attended an out-of-district college. This out-of-district college attendance would have created a monetary hardship on the commuting or resident student, as

well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Umpqua Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 765 students and 94 staff at Umpqua Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1)	Number of Student Responses	... FT Students	534
		... PT Students	211
2)	Percentage of Winter 1982 Students Responding		
		... FT Students	52.7%
		... PT Students	7.7%
		... Total	20.3%
3)	Percentage of Student Respondents Living In-District --		98.8%
4)	Student Plans if College Didn't Exist (% of Winter 1982 students):		
	a) not attend college	... FT Students	32.6%
		... PT Students	79.9%
		... All Students	46.0%
	b) attend college out-side district		
		... FT Students	67.4%
		... PT Students	20.1%
		... All Students	54.0%
	c) attend college inside district		
		... FT Students	NA
		... PT Students	NA
		... All Students	NA

5) Average Annual College-Related Expenditures by FT Students --	$2311
6) Average Percentage Full-time Students Spent In-District --	94.45%
7) Average Annual College-Related Expenditures by PT Students --	$883
8) Average Percentage Part-time Students Spent In-District --	94.98%
9) Local Expenditures by Students	$5,392,037
10) Average Percentage Full-time Students Spent In-State --	99.97%
11) Average Percentage Part-time Students Spent In-State --	99.81%
12) Statewide Expenditures by Students	$5,682,926
13) Percentage of Winter 1982 Course Sections Surveyed --	10.83%

C. STAFF SURVEY

1) Number of College Staff Responding	94
2) Percentage of Winter '82 Staff Responding	72.00%
3) Percentage Staff In-District	98.90%
4) Average Percentage In-District Staff Spent In-District	84.78%
5) Local Expenditures by In-District Staff	$2,000,851
6) Percentage Staff Out-of-District	1.10%
7) Average Percentage Out-of-District Staff Spent In-District	39.00%
8) Local Expenditures by Out-of-District Staff	$10,237
9) Local Expenditures by Staff	$2,011,088
10) Average Percentage In-District Staff Spent In-State	96.89%
11) Statewide Expenditures by In-District Staff	$2,286,654
12) Average Percentage Out-of-District Staff Spent In-State	99.99%
13) Statewide Expenditures by Out-of-District Staff	$26,246
14) Statewide Expenditures by Staff	$2,312,900

D. COLLEGE INFORMATION

(1) Number of College Staff (Fall '80)	268
(2) Number of Full-Time Students (Fall '80)	1007
(3) Number of Part-time Students (Fall '80)	3806
(4) Annual Unduplicated Headcount (1980-81)	12252
(5) Total College Expenditures (1980-81)	$6,413,955
(6) Gross Salaries Paid to Staff (1980-81)	$3,460,115
(7) Disposable Income of All Staff (1980-81)	$2,386,301
(8) Percentage of Total College Expenditures Spent Locally	54.00%
(9) Percentage of Total College Expenditures Spent In-State	83.00%
(10) State Tax Revenues (1980-81)	$1,968,367
(11) Local Property Tax Revenues (1980-81)	$1,763,042
(12) Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13) Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14) Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15) Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16) Number of Full-time Students (Winter '82)	1014
(17) Number of Part-time Students (Winter '82)	2757
(18) Number of Course Sections (Winter '82)	480

APPENDIX "D" - TILLAMOOK BAY

I. EXECUTIVE SUMMARY

The economic impact of Tillamook Bay Community College is described by the following findings for the 1980-81 school year:

1. $3,137,438 were in circulation within the Oregon economy because of the existence of Tillamook Bay Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college	$ 1,158,534
(B)	In-state staff expenditures because of the college	$ 132,823
(C)	In-state college expenditures	$ 277,362
(D)	Indirect expenditures due to respending in-state	$ 1,568,719
	TOTAL STATEWIDE ECONOMIC IMPACT	$ 3,137,438

2. Tillamook Bay Community College had an impact of $2,580,609 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college	$ 1,095,340
(B)	In-district staff expenditures because of the college	$ 115,774
(C)	In-district college expenditures	$ 263,520
(D)	Indirect expenditures due to respending in-district	$ 1,105,975
	TOTAL DISTRICT ECONOMIC IMPACT	$ 2,580,609

3. While Oregonians invest over $.3 million in Tillamook Bay Community College through state and local taxes, the college is directly responsible for returning ten times this dollar amount (over $3.1 million) to circulate within the Oregon economy.

4. 217 full-time equivalent jobs for Oregonians existed because of Tillamook Bay Community College. 37 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Tillamook Bay Community College was not here, approximately 23 full-time and 1049 part-time students would not have attended college in Winter 1982, while 19 full-time and 236 part-time students would have attended an out-of-district college. This out-of-district college

attendance would have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Tillamook Bay Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 140 students and 21 staff at Tillamook Bay Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1) Number of Student Responses	... FT Students	18
	... PT Students	116
2) Percentage of Winter 1982 Students Responding		
	... FT Students	42.9%
	... PT Students	9.0%
	... Total	10.6%
3) Percentage of Student Respondents Living In-District --		97.0%
4) Student Plans if College Didn't Exist (% of Winter 1982 students):		
a) not attend college	... FT Students	55.6%
	... PT Students	81.6%
	... All Students	78.4%
b) attend college out-side district		
	... FT Students	44.4%
	... PT Students	18.4%
	... All Students	21.6%
c) attend college inside district		
	... FT Students	NA
	... PT Students	NA
	... All Students	NA

5) Average Annual College-Related Expenditures by FT Students --	$ 3065
6) Average Percentage Full-time Students Spent In-District --	97.50%
7) Average Annual College-Related Expenditures by PT Students --	$ 987
8) Average Percentage Part-time Students Spent In-District --	93.47%
9) Local Expenditures by Students	$1,095,340
10) Average Percentage Full-time Students Spent In-State --	99.99%
11) Average Percentage Part-time Students Spent In-State --	99.20%
12) Statewide Expenditures by Students	$1,158,534
13) Percentage of Winter 1982 Course Sections Surveyed --	47.37%

C. STAFF SURVEY

1) Number of College Staff Responding	21
2) Percentage of Winter '82 Staff Responding	29.00%
3) Percentage Staff In-District	100.00%
4) Average Percentage In-District Staff Spent In-District	86.38%
5) Local Expenditures by In-District Staff	$ 115,774
6) Percentage Staff Out-of-District	0.00%
7) Average Percentage Out-of-District Staff Spent In-District	NA
8) Local Expenditures by Out-of-District Staff	NA
9) Local Expenditures by Staff	$ 115,774
10) Average Percentage In-District Staff Spent In-State	99.10%
11) Statewide Expenditures by In-District Staff	$ 132,823
12) Average Percentage Out-of-District Staff Spent In-State	NA
13) Statewide Expenditures by Out-of-District Staff	NA
14) Statewide Expenditures by Staff	$ 132,823

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	37
(2)	Number of Full-Time Students (Fall '80)	37
(3)	Number of Part-time Students (Fall '80)	1067
(4)	Annual Unduplicated Headcount (1980-81)	1500
(5)	Total College Expenditures (1980-81)	$ 453,556
(6)	Gross Salaries Paid to Staff (1980-81)	$ 176,166
(7)	Disposable Income of All Staff (1980-81)	$ 134,043
(8)	Percentage of Total College Expenditures Spent Locally	95.00%
(9)	Percentage of Total College Expenditures Spent In-State	99.99%
(10)	State Tax Revenues (1980-81)	$ 161,850
(11)	Local Property Tax Revenues (1980-81)	$ 150,000
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	42
(17)	Number of Part-time Students (Winter '82)	1285
(18)	Number of Course Sections (Winter '82)	76

APPENDIX "D" - TREATY OAK

I. EXECUTIVE SUMMARY

The economic impact of Treaty Oak Community College is described by the following findings for the 1980-81 school year:

1. $1,954,376 were in circulation within the Oregon economy because of the existence of Treaty Oak Community College. This Statewide Economic Impact is the sum of the following:

(A)	In-state student expenditures because of the college ...	$ 491,310
(B)	In-state staff expenditures because of the college ...	$ 265,228
(C)	In-state college expenditures ...	$ 220,650
(D)	Indirect expenditures due to respending in-state ...	$ 977,188
	TOTAL STATEWIDE ECONOMIC IMPACT ...	$ 1,954,376

2. Treaty Oak Community College had an impact of $1,430,532 on its district's economy. This local district economic impact is the sum of the following:

(A)	In-district student expenditures because of the college ...	$ 466,543
(B)	In-district staff expenditures because of the college ...	$ 202,303
(C)	In-district college expenditures ...	$ 148,601
(D)	Indirect expenditures due to respending in-district ...	$ 613,085
	TOTAL DISTRICT ECONOMIC IMPACT	$ 1,430,532

3. While Oregonians invest over $.3 million in Treaty Oak Community College through state and local taxes, the college is directly responsible for returning almost six times this dollar amount (over $1.9 million) to circulate within the Oregon economy.

4. 135 full-time equivalent jobs for Oregonians existed because of Treaty Oak Community College. 35 of these jobs were directly with the community college, while the rest were the result of money in circulation within the college district.

5. If Treaty Oak Community College was not here, approximately 23 full-time and 799 part-time students would not have attended college in Winter 1982, while 17 full-time and 269 part-time students would have attended an out-of-district college. This out-of-district college

attendance would have created a monetary hardship on the commuting or resident student, as well as an unmeasured negative cash flow out of the college's district.

While it is stressed that community colleges must be justified on the basis of educational and social services provided at a reasonable cost, this study demonstrates the significant economic impact that Treaty Oak Community College has on its geographic district, as well as on the State of Oregon.

This study is significant because all Oregon Community Colleges completed this study using consistent procedures thereby producing comparable results for the same year. This is the first time all community colleges in a state have participated cooperatively in this type of study. This study's procedures and results were monitored by a statewide study group, as well as by an independent consultant.

II. STUDY RESULTS

This study surveyed 393 students and 55 staff at Treaty Oak Community College, collected college financial, personnel, and enrollment information. The following subsections describe the findings from each data source:

A. STUDENT SURVEY (FT=full-time, PT=part-time)

1)	Number of Student Responses	... FT Students	45
		... PT Students	338
2)	Percentage of Winter 1982 Students Responding		
		... FT Students	88.2%
		... PT Students	28.8%
		... Total	32.1%
3)	Percentage of Student Respondents Living In-District --		75.7%
4)	Student Plans if College Didn't Exist (% of Winter 1982 students):		
	a) not attend college	... FT Students	45.5%
		... PT Students	68.1%
		... All Students	65.7%
	b) attend college out-side district		
		... FT Students	34.1%
		... PT Students	22.9%
		... All Students	24.0%
	c) attend college inside district		
		... FT Students	20.4%
		... PT Students	9.0%
		... All Students	10.3%

5) Average Annual College-Related Expenditures by FT Students --	$ 2186
6) Average Percentage Full-time Students Spent In-District --	87.30%
7) Average Annual College-Related Expenditures by PT Students --	$ 323
8) Average Percentage Part-time Students Spent In-District --	95.48%
9) Local Expenditures by Students	$ 466,543
10) Average Percentage Full-time Students Spent In-State --	97.13%
11) Average Percentage Part-time Students Spent In-State --	99.37%
12) Statewide Expenditures by Students	$ 491,310
13) Percentage of Winter 1982 Course Sections Surveyed --	10.00%

C. STAFF SURVEY

1) Number of College Staff Responding	55
2) Percentage of Winter '82 Staff Responding	90.00%
3) Percentage Staff In-District	87.00%
4) Average Percentage In-District Staff Spent In-District	83.21%
5) Local Expenditures by In-District Staff	$ 198,935
6) Percentage Staff Out-of-District	13.00%
7) Average Percentage Out-of-District Staff Spent In-District	9.43%
8) Local Expenditures by Out-of-District Staff	$ 3,368
9) Local Expenditures by Staff	$ 202,303
10) Average Percentage In-District Staff Spent In-State	96.21%
11) Statewide Expenditures by In-District Staff	$ 230,015
12) Average Percentage Out-of-District Staff Spent In-State	98.57%
13) Statewide Expenditures by Out-of-District Staff	$ 35,213
14) Statewide Expenditures by Staff	$ 265,228

D. COLLEGE INFORMATION

(1)	Number of College Staff (Fall '80)	35
(2)	Number of Full-Time Students (Fall '80)	42
(3)	Number of Part-time Students (Fall '80)	1254
(4)	Annual Unduplicated Headcount (1980-81)	3741
(5)	Total College Expenditures (1980-81)	$ 576,154
(6)	Gross Salaries Paid to Staff (1980-81)	$ 351,000
(7)	Disposable Income of All Staff (1980-81)	$ 274,800
(8)	Percentage of Total College Expenditures Spent Locally	66.00%
(9)	Percentage of Total College Expenditures Spent In-State	98.00%
(10)	State Tax Revenues (1980-81)	$ 212,895
(11)	Local Property Tax Revenues (1980-81)	$ 136,118
(12)	Local Multiplier One (represents extent businesses purchase from local sources)	0.15
(13)	Local Multiplier Two (represents extent individuals respend incomes locally)	0.60
(14)	Job Coefficient (represents full-time jobs per dollar of local economic impact - 0.000070.)	.00007
(15)	Statewide Multiplier (represents extent businesses and individuals respend in-state)	1.00
(16)	Number of Full-time Students (Winter '82)	51
(17)	Number of Part-time Students (Winter '82)	1174
(18)	Number of Course Sections (Winter '82)	140

APPENDIX "E"

The Socio-Economic and Educational Impact of Oregon Community Colleges

This study basically describes the economic impact of Oregon Community Colleges on their local and state economies in terms of how much money is in circulation due to the presence of the colleges. Of course, this is just one small part of the total impact that the colleges have on their districts and the state. This appendix attempts to describe some of the other impacts.

Who attends Oregon Community Colleges and why? In the 1980-81 academic year, community colleges enrolled 289,238 students. This represents a 147% increase over the decade from 1970-71, and a 43% increase over the last five years. Students attending a community college can usually be classified into several distinct groups. These include lower division collegiate, occupational preparatory, apprenticeship, occupational upgrading, developmental education, and general self-improvement.

Lower division collegiate programs provide the first two years of a four year baccalaureate degree which the student can then obtain by transferring to a four year college. Occupational preparation programs provide entry level skills needed in business and industry. Such programs include nursing, automotive repair, electronic engineering technology, and so on. Apprenticeship programs are offered in cooperation with local apprenticeship councils. Occupational upgrading programs are designed to meet the needs of people in keeping up with the changes in their occupation and retraining for those in the midst of a career change. Developmental education includes English as a Second Language (i.e., for the Southeast Asian refugees), Adult High School Diploma or GED, and basic learning skills. General self-improvement courses are offered in response to community demand for general interest topics (i.e., life-long learning).

The above programs and offerings have been developed in response to community needs and with the involvement of community citizens. For example, each vocational program has a citizen advisory committee, including representatives from local employers. These procedures help to insure that the community colleges offer programs that are responsive to changes occurring within the larger community.

What return do the college districts and the state receive for their college?

This support represents an investment in the stock of human capital. One measure of the return on this investment is the improved productivity which would not occur without education and training programs provided by the community colleges. Improving productivity results in higher incomes. Thus, another measure of the return is the increase in income which would not occur without the community colleges. Part of this increase in income is returned to the community and state in the form of taxes. Former students repay society by contributing to the continued improvement of human capital through the training of current students. Thus, society receives a double return for its investment through increased productivity plus a source of continuing support for the original investment.

The spin-off effects of this investment are also quite considerable. For example, the education provided by the community colleges helps to reduce the gap between skills and job openings, a major source of unemployment. When economic dislocations produce unemployment, the community colleges offer a means by which people can retrain for jobs that are available. The experience gained by community colleges in establishing training programs and cooperating with employers offers a vehicle by which to diversify the local and state economy through the attraction of new industry. This has become a major concern in Oregon due to the recent setback in the lumber industry. Oregon's community colleges are well suited for playing a critical role in attacking this problem.

Finally, what about the quality of the investment? That is, how do we know that the returns on the investment described above are being met? The issue of accountability is addressed by the community colleges through the annual student follow-up surveys and vocational program evaluations. For example, the follow-up surveys reveal that of those employed over 80% are employed in jobs related to the training they received at the community college. Most students also secure employment in the same locality as the community college they attended (almost 90% for the Portland area, 80% for the Willamette Valley, and 75% for the rest of Oregon). This process of evaluation is being constantly improved upon. Recently, the community colleges added an employer follow-up component to insure that the training received by students meets the needs of area employers.

It can be seen that the impact of Oregon community colleges on their local communities and statewide is much broader than addressed in this report. The greatest impact made by the community colleges is the opportunity for personal growth and advancement afforded the individual student. Calculating this impact, especially in quantitative terms, is probably impossible.

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